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ABSTRACT

Of the 255 students in grades K-8 at Naschitti Public School, 90% are Navajo. Newcomb Public School enrolls 576 students in grades K-9; of these 97% are Navajo. During the 1976-77 school year, both schools' instructional plans were quantitatively and qualitatively evaluated to determine their progress in achieving their stated objectives and to prioritize the objectives to be incorporated into their 1977-78 instructional plan. Areas quantitatively examined included the school objectives and plan of instruction, oral language and bilingual education, monitoring of instructional program, athletic program, Title I language arts program, Title IV Navajo arts and crafts, Johnson O'Malley reading program, community relations, disciplinary procedures, token system, and care of building. Qualitative evaluation was conducted using the Comprehensive Test of Basic Skills (CTBS), the national Indian CTBS scores from 1973 to 1977, and the School Image Description Questionnaire (SIDQ) which identified the way a school was viewed by parents, teachers, students and administrators. Findings included: the two schools were at different stages of progress in implementing programs that would produce high level achievement in the students' basic skills; all groups at Naschitti School placed high importance on teaching citizenship and involving the community in school policy; Newcomb parents and teachers placed highest priority on citizenship and job skills for students. (NQ)

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NEED ASSESSMENT SURVEY
THE SCHOOL IMAGE

NASCHITTI PUBLIC SCHOOL

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CENTRAL CONSOLIDATED DISTRICT #22

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U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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Chapter 1

INTRODUCTION

Accountability has been an integral part of classroom learning since classrooms began. Parents have always been interested in what their children are learning, and the school has always been accountable to parents for what is being taught. Professional educators have long indicated that educational improvements are encouraged when accountability is nourished within the ranks, and teachers while often suspect of the motives of many who clamor for accountability, have repeatedly stated that accountability models are useful in improving the techniques and the products of education.

In recent years, however, educational accountability has strayed from these simple purposes and added new dimensions. Competition for limited state resources coupled with the mounting cost of education, federal subsidization of educational programs, the growing number of critics of public education and the claims of various educational innovations has stimulated an intensified concern to evaluate the effectiveness and validity of

public school programs. Consequently, today, many statewide educational assessment programs are functioning to provide basic raw data to implement and evaluate educational objectives.

In 1969, the legislature in the state of New Mexico, mandated a yearly statewide evaluation of one-third of the schools in New Mexico in a three year cycle. To partially fulfill this mandate the Evaluation, Assessment and Testing Unit, New Mexico State Department of Education, provides data for locally chosen committees in each of 88 school districts relative to achievement and academic testing of New Mexico's students in grades 1, 5, and 8. The districts, then, select educational objectives ranked according to the individual district's priorities. The objectives help to specify in measurable terms the outcomes that a particular district wants to achieve.

In New Mexico's statewide assessment programs the role of the state school district, of the local school district and of the local attendance area is different. The State Department of Education suggests that program data generated by statewide assessment develops a system through which schools can be accredited. Local New Mexico

school districts, on the other hand, use the same program data to assess needs for curriculum revision, guidance programs and instructional improvements on a district wide basis. Local schools use the data and district wide needs assessment to conduct a local school attendance area needs assessment survey. The local school instruction program transfers the cumulative assessed "needs" into "objectives".

Statement of the Problem

In November, 1975, New Mexico's Central Consolidated School District #22, conducted a district wide needs assessment survey. The needs census revealed that the greatest needs of the students in the district is to concentrate on the learning of basic skills.

Since needs are basically negative statements that tell "what we don't have" each individual school is responsible for transferring these identified needs into positive statements of future direction or objectives. Basically, the question asked at the local school level is "What do we expect of all children leaving this school at ____ grade level"?

By using this question and a definition of an objec-

tive as a statement of what the learner is to be like when he has successfully completed a learning experience, objectives are planned by the total local school staff. Based on the evaluation of the students' progress a continuous needs assessment program is utilized by each school within the district to strengthen programs and to achieve school objectives. For purposes of continuity among the local schools, a time line is projected by the local school district. (Appendex A)

Naschitti Public School and Newcomb Public School are located within the 5,000 square miles area that makes up Central Consolidated School District #22. Nine of the district's twelve schools are located on the Navajo Indian Reservation. Naschitti and Newcomb Schools are located deep in the heart of this reservation. The Naschitti School population consists of 99% Navajo students and Newcomb's school population consists of 97% Navajo students. The people living in the area that surrounds both schools are, predominately, of traditional Navajo background whose only language is spoken Navajo and/or substandard English.

Before realistic needs can be assessed for Naschitti

and Newcomb Schools, it is important to know that those who have been involved in the formal education of American Indian students present evidence that for Native Americans, as a whole, the goals of public education have not been achieved. The socio-economic status of the Indian today is, itself, convincing testimony to that fact.

Furthermore, figures taken from public school records, where the enrollments are predominately Native Americans indicate distressingly large incidents of under-enrollment, absenteeism, tardiness, educational retardation, overageness and dropouts. A task force paper written for presentation to Congress in 1971 defines the education of the American Indian child today as a pattern of "cold war" modeled on a classic, and time tested, formula:

> "Promises made and promises broken; The forced march from homeland to wasteland; Total submission and unremitting pressure toward personal psychi, cultural, educational and ethnic annihilation" (Edgar 1971)

Regardless of the instrument or criteria used, American Indian students show poor academic achievement. Achievement testing has continued from the onset of tests

and testers until the present time to hold a facination for researchers in Indian education. This research gives proof of an undisputed fact and supports what former BIA Commissioner Philleo Nash properly calls "a familiar, and by now, dreary statistic".

There is also, recent evidence that the educational and occupational aspirations among rural American Indian youth in New Mexico is significantly lower than for other rural and minority youth in New Mexico. (Edington and Pettibone, 1975). This appears to indicate that among Navajo youth there is a low priority for academic achievement.

The problem, then, that faces the administrators and school staffs at Naschitti and Newcomb Public Schools is what instructional plan will facilitate the acquistion of basic learning skills among the schools' students and how can this plan be made effective for these particular student populations. This problem is particularly difficult in view of the language handicaps of the students and of the problems that are inherent in Navajo Education.

Purpose of Study

The purpose of this study is to evaluate quantitatively

and qualitatively the instructional plans in Naschitti Public School and in Newcomb Public School to determine the progress of each school in achieving stated objectives in the school instructional plan and to prioritize each school's objectives to be incorporated into the individual school's 1977-78 instructional plan.

Objectives

The objectives of this study are:

1. To ascertain quantitatively the cognitive and affective instructional plan utilized in Naschitti Public School and in Newcomb Public School.
2. To evaluate qualitatively the cognitive and affective instructional plan utilized in Naschitti Public School and in Newcomb Public School.
3. To analyze strengths and weaknesses in the cognitive and affective instructional plan utilized at Naschitti Public School and at Newcomb Public School to determine existing gaps.
4. To formulate objectives, based on the

determined gaps in the cognitive and affective instructional plans in Naschitti Public School and in Newcomb Public School, to be implemented during the 1977-78 school year.

Limitation of the Study

This project analyzes the instructional plans used at Naschitti Public School and at Newcomb Public School, two schools within Central Consolidated School District #22, to determine the gaps in the educational plans of these schools. The two schools were selected for joint analysis because of the similarity of the schools' population and environment. This selection was made for purposes of research only and does not minimize the importance of the instructional plans utilized in other schools located in Central Consolidated District #22 in achieving the district's stated objectives.

The quantitative and qualitative evaluation of the Naschitti Public School and of the Newcomb Public School instructional plan treated the plans in breadth and not necessarily in depth. Therefore, variables such as teacher differences, administrative differences and

facility differences were not subjects of this study.

A basic assumption of this study is that there are inherent deterents to learning and teaching in American Indian Education, one of which is the way the Indians themselves view the school. The School Image Description Questionnaries (SIDQ) was developed to identify the way a school is viewed by groups associated with the school and was, therefore, especially applicable to this study. This questionnaire formed the basis of the evaluation of the strengths and weaknesses of the selected schools instructional plan in three areas:

1. The goals of the school.
2. The behavior of students, parents, teachers and the principal associated with the school operations, and.
3. Priorities for innovative educational programs.

Finally, the focus of this study, is the community and school population of the two schools grade K-8 and grades K-9, respectively, located in the heart of the Navajo Indian reservation in New Mexico. A sample of 115 parents, students, teachers and principals of this

population generated the data in this study.

Definition of Terms

Before continuing with this report, it is important that there is a mutual understanding of terms used in this study. Since some of the terms have popular and technical connotations in the English language, the definitions stipulate what definitions are followed.

Career preparation refers to a goal of the school to provide learning situations and school sponsored activities which prepare students for college, a trade school or a job. The definition includes learning experiences which provide a knowledge base useable in an occupation.

Socialization refers to a goal of the school to provide activities which develop the social skills, psychomotor abilities, and the emotional maturity of students.

Citizenship refers to a goal of the school to teach students the attributes of good citizenship.

Achievement motivation refers to a student's interest in academic achievement and describes the ability to study, obtain good grades, and enjoy academic activi-

ties. It indicates that the student obtains satisfaction from school achievement.

Further education refers to an interest in obtaining additional education in a school.

School interest refers to a student's interest and desire to continue school. It describes the ability of a student to stay out of trouble, accept school regulations, and obtain credit for his ability to perform in school.

School spirit refers to the student's participation in school extra-curricular activities and that he helps plan school activities, joins service clubs, is a member of activity committees, and enjoys student-group events.

Student friendliness refers to the ability to enjoy friendly relationships with others, confide in and discuss problems with friends, and be at ease with other individuals.

Trade school refers to the interest of a student to attend a trade, vocation or technical school.

Operative philosophy refers to emphasis upon directing and controlling teaching in order to stress the learning of subject matter. The teacher also sets goals and

objectives and insures they are met and acts in the role of a disseminator of knowledge and factual information.

Cooperative philosophy refers to the ability to act as the leader of a student group engaging in learning activities. It also describes skills in establishing close interpersonal relations with the group and the ability to coordinate and structure the task activities of group members. The teacher acts in the role of a team leader in learning situation.

Discipline refers to the enforcement of school regulations, requiring students to study intensely and punishing violators of school rules.

Teacher friendliness refers to the ability to enjoy friendly relationship with others confide in and discuss problems with friends, and be at ease with other individuals.

Parental input refers to obtaining information from parents about school policies and procedures. It indicates that parents make recommendations about the classes taught, react to school policies, assist in instructional process and interact with the school.

Parents are informed refers to communicating to

parents about school activities and policies. Parents are informed by personal consultation, newsletters, meetings, or other means.

Academic orientation refers to the emphasis parents place upon education, and desire for the student to achieve in school. It describes how parents stress school attendance, good grades, and insure the student does his homework.

School participation refers to behavior by the parents to participate and be included in the school activities of the student. It also indicates that appropriate help is given from the parents to aid the educational attainment of the student.

Directiveness refers to the principal's assigning tasks, scheduling work, and monitoring the activities of school staff. It indicates directing and controlling staff members to insure goals of the school are accomplished.

Openness describes the overall image of the school and refers to a school in which the teachers and the administration have high morale as a result of task accomplishment and also obtain satisfaction from social

relations with others in the school. It also describes a school that is open to innovation and to new educational programs.

Chapter 2

REVIEW OF RELATED LITERATURE

In March 1976, a representative committee of teachers for Naschitti Public School and Newcomb Public School formed to review the literature on accountability and statewide assessment. A brief review of accountability reports indicated that an accountability process in a public school must have stamina to be worthwhile. (When one is doing an evaluation simply to please a superior or to decrease the attack on the schools, stamina is not present). To be acceptable, accountability must be used as an effective tool for improvement of instruction. (Fishbein, 1973).

NEEDS ASSESSMENT

A title IV research project also confirms that accountability is only effective when all facets of school operations are considered. The reporter states that predictors of quality in teaching are individual work, discussions, demonstrations, small group work and pupil reports. Low on the list are tests, seatwork and lecture. Also included was a suggestion that most of the effective

teaching is likely to be found in the affective domain. (Gloven, 1974)

Havinghust (1972) feels that it is a "pernicious definition" to have the teacher alone held accountable for what the student learns. Partners with the teacher in the learning process is the pupil's learning ability, the pupil's family, the pupil's peer group, the community and the school's educational leadership.

These reports indicate that a needs assessment within a school cannot be limited to one group within the school community. The instructional plan of a school is the concern of each person who comes in contact with the teaching-learning situation.

In 1970, a survey of state educational assessment programs, either in operation or in the planning stage, was initiated for the purpose of determining what the states were doing with regard to statewide educational assessment, what problems the programs were encountering, and what trends were beginning to develop. The results indicated that, in general, most educational administrative organizations have employed assessment programs to accomplish the following objectives:

1. To provide state and local officials with information contributing to an understanding of the educational needs of the state's school children and an analysis of the educational system's response to these needs.
2. To provide citizens and educators with information about the public school children's needs and the district and state responses to these needs.
3. To provide school districts with basic information regarding programs that help students to help other students, help parents to understand, help educators to assess their own progress.
4. To provide citizens with information regarding the progress of their educational system as a whole, and the progress of their school districts and schools over a period of years.

5. To provide educators and decision-makers with appropriate data which can be generated into useful information as it pertains to decisions in the teaching-learning process. (Educational Testing Service, 1970)

In New Mexico several major flaws in the older system of evaluation, such as a focus on processes rather than outcomes and the amount of man hours involved, plus a growing insistance on the part of both educators and public officials to use evaluation data to assess educational programs indicated that there was a need for a more effective and efficient system of evaluation. (Atkins, 1970)

New Mexico has indicated that a long range goal for statewide assessment is the development of a system through which schools can be accredited; a local school district, on the other hand, may be using the same program data for curriculum revision, instructional improvement or in the guidance program. (Department of Education, 1974)

While New Mexico's assessment program is still developing, the following list of questions should be thoughtfully considered by district's involved in the statewide assessment.

1. Will control of the state educational assessment program be centralized with the State Department of Education or will much of it be vested with regional centers or local school districts?
2. Who will be responsible for establishing the educational goals for the state? What attempts have been made to translate broad goals into specific and measurable pupil performance objectives?
3. Who initiated the program? Who was involved in planning the policy and procedures to implement a fully operational program?
4. Did the legislature fund the program?
5. What outside technical support for the assessment program was involved? Were

the universities involved?

6. Is the assessment program in any way involved with a statewide planning-programming-budgeting system?
7. What types of testing instruments/measures are being used?
8. What educational domains are being explored?
9. Are the measures norm-referenced or criterion-referenced?
10. Are the test scores and other related data being related to community and school factors?
11. What are the possible political implications?
12. How are the public, students and educators responding?

One large area of potential concern to many local school's is the whole range of procedural issues. Some of the procedural questions are:

1. Who will administer the testing program in the local district? At the

individual school?

2. Which grades will be tested and which students?
3. How long will the testing take?
4. What steps are being taken to assure a degree of statewide standardization in the administering of the test?
5. How will the state program be integrated with the individual school's total program?
6. When during the school year will the assessment be administered?
7. How and when will results be reported?
8. How will the testing program's purpose be communicated to staff members, students and parents?

Answers to these questions will vary depending on each unique situation, however, once answered, the local school will have a greater understanding of the educational assessment situation. (Department of Education, 1974)

The content of most statewide testing programs is concerned in some form with testing and how well their educational systems are succeeding in imparting basic skills or cognative development. It has been suggested that more stress is needed in areas of personal-social development. Several states, have developed tests to evaluate to what extent schools are affecting such aspects of human development as self-concept, understanding others, responsible citizenship, health habits, creativity, acquisition of salable skills, readiness for change and attitude toward school. (Educational Testing Service, 1971)

Other developing trends in educational assessment programs are toward assessing the outcomes of education only after accounting for the effects of community and home environment, of teachers and school programs and school facilities and financial resources. This trend is excellent in purpose but difficult to achieve. Another trend is in the area of assessment and management information systems. Such systems as PPBS are now being used to display relationships between the expenditures for school programs and benefits accrued in terms of

student performance.

Another problem is the manner in which the results of the program will be used in allocating state funds to local school districts. Basically this problem has four questions:

1. Are funds used to reward the district that shows up high on the tests?
2. Are funds withheld from the district that shows up low on the tests?
3. Are funds to be used to upgrade the district that shows up low, thereby, withholding funds from the district that scored high?
4. Are funds allocated in a manner which will give all districts incentive to improve their education?

A third problem involves the growing demand for the right to privacy and the question of the confidentiality of information supplied by those involved in the assessment/testing program. There have been fears that some of the released data could be misused or misinterpreted by the public.

The fourth problem is best described in this statement in the Educational Service:

> "In the various efforts to formulate meaningful goals upon which to build assessment Programs, there appears to be a considerable amount of confusion between the ends and means of education, between process and product, between inputs and outputs, and between pupil performance objectives, staff objectives, and system objectives." (Educational Testing Service, 1971)

NATIVE AMERICAN EDUCATION

The literature on Indian Education is legend. Some 400 research projects, studies and papers were located. Many of these are on the history of Native American education and others wrote, both, prescriptively and descriptively about programs that initiate, implement and evaluate Indian education. Most of these were discarded after a cursory reading as having little or no value to this study. One theme, however, runs throughout the literature on Indian education; that is, the realization that formal education has fallen far short of its goal.

In response to a request from concerned Indian members of the community of Roseglen, North Dakota, an evaluation team visited a public elementary school of

303 students, 50% Indian. The investigation empathized a high rate of failure and underachievement among Indian students, minimal community interaction, lack of written education and lack of parent-school relationships (Matsushige, 1974).

Nancye Belding based a four volume report on a literature survey, personal interviews, urban employees and college teachers reports. The volumes focused on the benefits of youth programs among Navajo and Papago Indians. Findings revealed that there are an "astounding" number of overlapping federal and state programs aimed at helping Indians. However, American Indians have little to say about program policies or their mode of operation. Most of these programs have been unsuccessful in meeting American Indian needs (Belding.1974).

A study conducted by Anita Pfeiffer (1974) states: "Several things needs to be considered when designing a curriculum for and with the Navajo community. The major consideration should be involvement of Navajo parents and the leadership of Navajo communities. The curriculum should be developed

from the Navajo point of view about their world. Designers also need to consider the community's make up, aspirations, goal and needs . . ." (Pfeiffer, 1974).

A four volume needs assessment project was conducted in Stillwater, Oklahoma. Among the major recommendations presented in Volume 1 are the need to develop a massive awareness campaign relative to Indian Education (BIA, 1976). In Volume II Educational goal statements and educational needs statements were ranked. Eight of ten groups ranked the teaching of the cognitive domain as the most important goal of education.

This indicates that cognitive learning and affective learning is important among the Navajos. This however, only relates "what" and does not tell "how" (BIA, 1976).

One study on aspirations and expectations among Native Americans conducted in New Mexico was located. The study indicated that significant differences were found in educational aspirations by ethnic group. Native American males aspired to less education than all groups except Mexican American females. Native American males expected less education than did either Native American

females or Anglo American males (Edington and Pettibone, 1975).

Chapter 3

PROCEDURES

The focus of this study is the needs assessment programs for the school year 1976-77 at Naschitti Public School and at Newcomb Public School. Before the employment of the present building principals at each of the schools in 1976, a significant amount of work in planning for the needs assessment based on a district wide survey that indicated the needs for teaching basic skills was completed. Each school generated a questionnaire that was administered to randomly selected parents in the school communities. The Naschitti Public School questionnaire (Appendix B) is simply constructed and is designed to determine which basic skills are considered most impotant by the parent groups. The Newcomb Public School questionnaire (Appendix C) is also simply constructed and covers many aspects of the Newcomb Public School instructional program. The results of the questionnaires are used by the building principals to:

1. Generate the content of academic programs for 1976-77.

2. Generate the academic instructional plan for 1976-77.

QUANTITIVE EVALUATION

One of the objectives of this study is to evaluate quantitatively the instructional plan at the selected schools both cognitively and affectively. The following differentiate and describe the areas of the instructional plan investigated quantitatively:

1. Naschitti School objectives
2. Naschitti School Administrative objectives
3. Naschitti School plan of instruction grades K-8
4. Oral Language and Bilingual Education
5. Plan Book for teachers
6. Monitering of Instructional Program
7. Athletic Program
8. Title I Language Arts Program
9. Title IV Navajo Arts & Crafts
10. Johnson O'Malley Reading Program
11. Community Relations
12. Disciplinary Procedures
13. Token System

14. Energy Conservation Plan
15. School Nurse
16. Pupil Accountant
17. Substitute Teachers
18. Care of Building

Qualitative Evaluation

The New Mexico Statewide assessment program tests students in grades 1, 5, 8 using the Comprehensive Test of Basic Skills. The development of this commercial achievement test involves the collection of data from a large and usually nationally representative sample of students. These normative data permit the conversion of raw scores into various types of "derived scores" (e.g. percentiles, stanines, grade equivalent).

There are recognized problems in sampling, in interpolating, extrapolating and the linear growth assumption in such derived scores. It is not possible, at present time, to determine whether or not the use of derived scores to evaluate educational programs introduces systematic bias but a somewhat consistant pattern is observed in the test scores of children achieving below the national average.

It is, therefore, important to note that the reporting derived grade equivalent of CTBS scores for the students at Naschitti Public School and at Newcomb Public School 1973-1977 and the national Indian Scores for the years 1973 to 1977 can not be interpreted as a measurement of the quality of the selected schools' programs. These scores are reported for the purpose of presenting a graphic view of the norm-referenced performance gaps within these two schools.

It is more realistic and helpful when viewing test scores to determine gaps, or strengths and weaknesses, in a school's programs to objectively gather information on how groups concerned with the operations of the school in general, perceive the school. Of particular interest is the image that parents, students, teachers and administrators have of the school.

The School Image Description Questionnaire (SIDQ) was developed to identify the way a school is viewed by groups associated with the school and measures the following aspects of the social organization of a school.

1. Goal priorities for the school
2. The behavior of students, parents, teachers

and the principal

3. Preferences for innovative educational programs.

Four separate forms of the SIDQ were developed to measure the image that parents, teachers, students and administrators have of the school.

The SIDQ provides an objective and systematic overview of school operations associated with learning, teaching and school leadership. In addition to a concise and accurate description of the basic operations of the school, the SIDQ includes an assessment of goal priorities for the school. Thus, a school may determine if the activities of the persons in the school are in accord with the goals of the school. Moreover, comparisons can be made between the groups viewing school operations.

The SIDQ was developed by using the technique of principle components factor analysis and varimax rotation. Factor analysis as it is commonly called, is a statistical technique which identifies the basic concepts measured by an instrument as well as the items which are the "best" measures of the concepts. The item clusters identified by the factor analysis are the subscales for the instrument which meet standard semantic and statist-

ical criteria. Thus, a concise instrument is developed which has high interal validity.

The SIDQ has been administered to approximately 15,000 persons in different regions of the United States. The norms for standardizing the SIDQ at the elementary, junior high, and high school levels include samples from Texas, Kansas, New Mexico, Florida, South Carolina, Nebraska, and Washington, D.C.

The internal consistency reliability coefficients for the SIDQ sub-scales were obtained by computing the average communality of the items comprising each subscale. Reliability coefficients obtained in this manner are lower bound estimates of reliability. The reliability coefficients which were obtained for the SIDQ subscales ranged between .45 and .80, and the overall reliability for the scale was .65. Thus, the SIDQ has moderately high internal consistency reliability.

Objectives 1977-78 School Year

By using the analyzed data within the study, objectives will be written for Naschitti Public School and Newcomb Public School. These objectives based on the determined gaps in the needs assessment will be implemented to

improve the programs and operations of the selected schools.

CHAPTER 4

RESULTS OF NEEDS ASSESSMENT

The purpose of this study is to evaluate the instructional plan in Naschitti Public School and in Newcomb Public School to determine (a) The progress of each school in achieving each school's stated objectives and (b) to priortize each school's objectives for 1977-78 school year. The objectives are based on the selected schools, needs assessment.

Quantitative Evaluation

The quantitative evaluation is made primarily by listing the cognitive and affective programs in each of the selected schools to determine the limits of the aggregate of the programs being investigated and establishing criteria. To facilitate analysis of each of the selected school's programs, the schools' programs are listed separately.

Naschitti School contains grade K-8 and at present time, has a student enrollment of 255. Ninety nine (99) percent of the students are of Navajo descent . The programs are recorded from the Naschitti School Handbook.

Naschitti School Objectives

Affective Domain

Every Child leaving Naschitti School

1. Will be a happy child, who enjoys school, feels good about himself, and can achieve things that are important to him.
2. Will feel valued as the person he uniquely is.
3. Will value others as the persons they uniquely are.
4. Will be able to think for himself and make independent decisions to deal effectively with his environment.
5. Will be motivated to share responsibility for the function and improvement of society and shall act upon this motivation.

Cognitive Domain

Every child leaving Naschitti School . . . .

1. Will have reading skills enabling him to attack, comprehend, and use eighth grade words.
2. Will have math skills enabling him to add, subtract, multiply and divide base 10 numbers to 3 places.

3. Will have skills enabling him to locate, evaluate, organize, and use information for independent decision making and problem-solving.
4. Will have skills, understanding, and appreciation in the areas of art, music, and physical education enabling him to extend and enrich his life experiences.

Naschitti School Administrative Objectives

1. The principal at Naschitti School will promote good human relationships between the principal and the staff and students by encouragement, understanding, attention, support and a constant concern for the accomplishments in the classroom.
2. The principal at Naschitti School will be an effective "director of instructions" by providing teachers with the technical assistance they need to improve instruction. This assistance will be documented by a principal's monitoring system.
3. The principal at Naschitti School will be a good business manager by exercising good planning, wise controls and efficient management in procuring,

distributing and utilizing equipment and supplies to be used by classroom teachers, in use of the physical facilities and in deploying and supervising the personnel concerned in the business management of the school. This endeavor will be documented by Naschitti School Handbook.

4. The principal at Naschitti School will promote and maintain effective school-community relations through a study of available communication resources. This program will be documented by establishing a school-community council and evaluating the success of the school-community experiences created by this council.

Naschitti School Plan of Instruction

At Naschitti School the instruction program emphasizes the teaching of basic skills in grade K-8 in accordance with the finding on the needs assessment. Reading K-8 Economy Competency Skills tests are given as suggested in the reading series. These tests are designed to test a pupil's mastery of certain reading skills. If the student has mastered these skills he then is prepared to proceed, if not he needs additional instruction and practice before proceeding any further. A chart is kept in

the office to show the progress of each child. Children who have mastered these primary skills are sent to reading with the fifth grade to work in the Lippincot series. They are administered pre and post the Nelson Reading Test as the main evaluating instrument. A folder is kept on each child's progress relating to reading comprehension and word attack skills as tested on the Sivaroli Informal Rdg. Inventory. This test is given to determine specific problems in word attack skills and comprehension skills. When the child appears to have mastered the skill in the problem area he is retested and the results are recycled in the folder to begin additional work on the new problem. The first test is recorded as the pre-test and the final test is recorded as the post-test. These folders are readily available to the parents or administration.

Math K-3

As in reading, Naschitti teachers use the individualized non-graded approach to teach math. The primer, first, second and third grade Scott Foresman books are used in each grade level according to how each child is able to function. For example, at Naschitti School there are children in first grade working in second grade books,

and there are children in third grade working in primer first, second, and third grade texts. The basic math concepts taught are:

1. Positional and Comparison Relation
2. Patterns
3. Primitive Number Concept
4. Cardinal Numbers and Numerals
5. Addition and Subtraction Concepts
6. Multiplication and Division Concepts
7. Numbers Theory
8. Money Fraction and Measurement
9. Place Value and Inequalities
10. Geometric Experiences

These concepts are taught and tested as the teacher feels the child has progressed. If the child has not mastered a concept then he is recycled. A folder is kept on each child to show his progress.

Math, Language Arts, Social Studies, Science, Library Skills - Grade 4-8

In the above subject areas Naschitti teachers continue to give a test at the end of the year to test all objectives

that have been taught, and post-test at the end of each six weeks for objectives that have been taught for that period. The objectives that the teacher feels are the most important, and have not been learned are re-taught. Pre and Post test results for each class are turned in to the principal each six weeks, and individual students' tests are kept on file by the teacher.

Oral Language Program and Bilingual Education

The oral Language Program and Bilingual Education is an important part of the curriculum at Naschitti School. Teachers in K-4 concentrate on a daily program that helps students become proficient in Oral English. Teachers in grades 5-8 provide oral practice in English grade level vocabulary words as a part of the classroom instruction program.

Plan Books

Plan books are provided for each teacher at Naschitti School. In the plan books each teacher decides "what will be expected of the students in my classroom by the end of one semester?" The teacher records these expectations as semester objectives.

From the semester objectives each teacher decides "What portion of the semester objectives will be expected of the students in my classroom by the end of six weeks?" The teacher records these expectations as six weeks objectives, coding the objectives where possible.

From the six weeks objectives each teacher decides "What portion of the six weeks objectives will be expected of the students in my classroom each week?" The teacher records these as weekly or daily objectives, coding the objectives where possible. The teacher also records the activities that will be used to teach the weekly or daily objectives and the materials needed.

A pre-test and post-test is administered to each student at least every six weeks. These tests are retained in a student folder along with three examples of work completed by the student in the six weeks period. A statement of the student's affective behavior is included. a graph that denotes the students progress is also retained in the student's folder.

Monitoring of Instructional Program

1. No later than the Wednesday following the beginning

of the first six week period of school the principal and the teacher discuss and agree upon the semester objectives and the first six weeks objectives recorded in the teacher's Plan Book at the teacher-principal conference.

2. During the fourth week of the first six weeks of school the principal observes each teacher instructing a class. The points of instruction noted by the principal are:
   a. The semester objective that is being taught.
   b. The teaching strategy being used by the teacher in achieving the objective.
   c. The activity involved in the teaching on the day of the observation.
   d. The affective behavior of the students.
   e. The affective behavior of the teacher.
3. During the fifth week of the first six weeks of school a second teacher-principal conference is conducted. At the conference the teacher and the principal:
   a. Discuss and agree upon the projected post-test

(six-weeks-test) that will be administered to the students. Each post-test must indicate which semester objectives recorded in the Plan Book are evaluated. A copy of the post-test will be retained in the principal's office.

4. After the post-test is administered to the students the teacher will provide a copy of each student's score to the office.
5. During the seventh week of school a third teacher-principal conference is held. At this conference the teacher and the principal:
   a. Discuss and agree upon the comments record by the principal in the Plan Book.
   b. Discuss and agree upon the portion of the semester objectives recorded in the Plan Book for the second six weeks.
6. The same proceduce is repeated every six weeks for the remainder of the school year.

Naschitti School Athletic Program

There is a comprehensive P.E. and sports program at Naschitti School. K-4 have P.E. periods on alternate days, 2 or 3 periods a week. Grade 5-6 have alternate

P.E. with social studies each day and grades 7-8 have full P.E. period once a day. Naschitti School is a Member of NAJHL Eastern Division. The Naschitti students compete in Football, Volleyball, Basketball and Track.

Naschitti School Federal Program (Title 1)

The federally funded Title 1 project at Naschitti School has 45 participating students in grades 1 through 4. The focus of this project is to remediate the students that are one year or more behind their classmates in the area of Language Arts.

The remedial students are withdrawn from the classroom in groups of 5 or 6, for forty-five minute periods. These small groups recieve help on an individual basis. The Title 1 teacher uses various instructional programs to remediate the participating students.

Title IV

The federally funded Title IV project at Naschitti School is Navajo Arts and Crafts. The program includes silver crafts, sand painting, oil painting, rug weaving, pottery molding and leather crafts. The program is available to all students K-8 at Naschitti School.

Johnson O'Malley - Hoffman Reading

The federally funded JOM Hoffman Reading Program at Naschitti School has 56 participating students in grades 5-8. The purpose of this program is to remediate those student that are one or more years below grade level in the area of reading and language arts.

The remedial students are taken out of the regular classroom in groups of 4 to 8 students for 50 minute periods. These students then recieve specialized and individualized help in skills development through the use of Hoffman Viewer and related materials.

Music, Art, Shop Skill and Coaching Program

Vocal music and modern art are taught by the contained classroom teachers in grade K-4. In grades 5-8 it is the responsibility of the fifth grade homeroom teacher to teach art, the sixth grade homeroom teacher to teach woodwork, shop skills and the eight grade homeroom teacher to teach instrumental music. It is the responsible of the seventh grade homeroom teacher to assist in coaching sports at Naschitti School.

Community School Relationship

It is generally agreed that the Naschitti Public School must depend for its strenghth and vigor on the

support of local citizens, and in turn, the local citizens understanding of school affairs are essential to successful school operation. Basically the school community relationship is a study in communication. The principal and staff at Naschitti School establish communication channel by creating a Lay Community Advisory Council. The school works in close cooperation with the council to help the school and community relate to each other in satisfying experiences.

1. A school-community council is functioning that consists of the Naschitti Chapter officers, five elected students, five teacher, two aides and the principal.
2. The school-community council meets once a month to:
    a. Discuss school-community problems.
    b. Propose solutions to school-community problems.
    c. Plan school-community activities.
    d. Implement school-community activities.

Disciplinary Procedure for Naschitti School

Mindful that acceptable discipline does not just happen the principal and staff at Naschitti School handle discipline justly and carefully. If corrective action is

deemed necessary, the following procedure is followed. The teacher and/or principal use the following steps:

1. After repeated admonotions a teacher will use some form of reititious or menial punishment to discipline the student.
2. If this step does not correct the students behavior, he is taken to the principal for a student-teacher-principal conference.
3. After the principal has examined all related aspects of the problem and determined corrective action is necessary, the teacher may administer corporal punishment to the student involved.
4. If the behavior continues or if the behavior is dangerous or appears habitual the student's parents will be called to school for a principal-parent-teacher-student conference.
5. After the above steps, the student may be suspended for three days.
6. And/or an interview with the school psychologist will be requested.
7. When these measures fail the principal may recommend to the school board that the student be expelled.

Discipline Committee: Dale Dieffenbach
Rena Henry
Melba Jones
Ann Williams
Clyde Moss
Craig Edwards

Token Economy System

A token economy system is an agreement between the teacher and students. For certain performances the student recieves tokens which can be exchanged for tangible rewards. If the students do not agree with the system and if the teacher does not consistantly provide tokens, the system is ineffective. The following steps are important (Grades 3-8).

1. Conduct a class discussion about how an economy functions. People work-receive money - to exchange for goods and services they need and desire.
2. Decide what in the present role of students are the work tasks of students.
3. Record and display these tasks in a prominent place in the classroom.

4. Decide how many tokens will be received for completion of each task. Record and display amount of tokens to be received for each tasks.

Suggestion

One token per-day for work in each Reading, Math, Language Arts, Social Studies and Science completed to the satisfaction of the teacher (the boss, of course!!) Total 5 tokens a day.

1. Token for extra or outstanding work per-week in any task. Five tokens a week.

5. Decide on the rules of the agreement. Example a. Time to complete work, b. Amount of work, c. Quality of work (grade etc) Record and display the agreement.

6. The reward is either a token or no token. Give token as if the work is expected because of the agreement. High praise is not necessary.

7. Record the tokens as they are earned where the students can view them. At the end of

the week issue tokens. Each week several items will be on display in a showcase so students will know how many tokens are needed to purchase the item.

8. P.E. and art are self rewarding so no regular tokens will be earned. However, art and P.E. teachers may issue extra tokens for extra or outstanding work or they may take tokens that have been earned away.
9. Decide on the affective behavior for which tokens may be taken away once earned.
10. Record and display the rules for losing tokens.
11. When a token is to be taken away remove it from the students record immediately. Discussion is not necessary. The students have formulated and agreed to the Token Economy System. A token is simply removed as an expected part of the agreements.
12. If a disagreement arises involve the class in deciding what is correct (Labor management negoiations).

13. Remember the system is to teach the students to become responsible for their own behavior so allow the students as much participation in decision - making as possible.

Grade K-2

The above system is used or a teacher issues fifteen tokens to each member of the group at the beginning of the week. Tokens are then removed for undesirable behavior or rewarded for outstanding work.

Bookkeeping

Each teacher issues token for 10,15,20,25 and 30 tokens.

In contained classrooms the correct amount of tokens are issued before going to the Token Economy Store. Students will turn the tokens over to store managers in exchange for goods.

Departmentalized Classrooms

The amount of token due each student at the end of class on store day are issued. The store period is the last period of the day. The tokens accumulated by the students in each period are redeemed in the store. Stu-

dents may exchange the tokens or save them. The saved tokens are returned to the contained classroom teachers or the last period teacher in departmentalized classrooms to be reissued the following week. All tokens issued are retured to the office for accounting purposes. No students are allowed to keep any tokens.

Naschitti School Energy Conservation Program

In October, 1976 a check of the School Facility and grounds at Naschitti School indicated that a need existed to implement a planned program of energy conservation. Craig Edwards and Melba Jones, teachers at Naschitti School, were appointed to determine the needs of energy conservation energy. The students and the staff transfer these needs into objectives.

Naschitti School Plan to Implement
Energy Conservation Program

November - Need census administrated to students

December - Establish objectives and plan measure for determining a 20 % energy conservation gain during school year.

January-May - Implement check list and measure energy conservation gain monthly.

November - Report Needs Assessment

March - Report

School Nurse

The office of the Health Aide is located in the gymnasium and the duty hours for the health aide are 8:30-3:30 PM. Sick call for all students is from 9:00 to 11:00 AM and 1:00-2:30PM. Accidents or injuries will be referred by the teacher on duty to the health aide immediately. Serious injuries are also be reported to the principal.

The school nurse is on call for emergencies. A health van is available to transport students to the PHS clinic in Tohatchi, and the PHS hospital in Gallup.

Physicals are conducted yearly for students participating in athletics. Students that are recommended for special education are also to be given physicals.

Each teacher conducts a safety inventory of each classroom. The principal conducts a safety inventory of the building and grounds. Work orders are submitted to the maintance department to correct or eliminate all safety hazards. Each teacher is responsible for the safety and well being of each student assigned to the

teachers instructional unit. A teacher may deligate authority for supervision purposes but a teacher cannot delegate responsibility.

Pupil Accounting

Each teacher keeps an accurate account of the attendance of each student assigned to the teacher's instructional unit. Each student that is absent is reported to the office daily. Each student that is tardy reports to the office for a tardy slip before being admitted to class. The teacher furnish the principal a list of the students who have excessive absences and/or excessive tardy slips.

Substitute Teachers

Substitute teachers are guest teachers and are entitled to all the rights and respect of the regular teachers. There is no other assignment that carries more responsibilities and perplexities than that involved in moving from one classroom to another, always meeting with strange groups, attempting to decipher special methods of different teachers, and still trying to turn in a day of activity that will dovetail with the material used yesterday and plans for tomorrow. It is the policy at Naschitti School for all personnel to present a helpful attitude towards

substitutes by preparing the students and the classroom for the day well in advance. Included in the plans are:

1. Daily time allotment for each subject area.
2. What the teacher uses for opening exercises.
3. What periods class goes to gym, etc.
4. Duty assignments.
5. Where the instruction plans are located.

Care of the Building

The entire staff and students at Naschitti School are responsible for maintaining a clean, well maintained physical facility. Each teacher turns in to the office maintenance requests. The custodian perform minor maintenance. A work order for major maintenance submitted to the maintenance department in Kirtland. An emergency maintenance crew is on call at all times to perform needed maintenance that present dangerous situations to the staff and students.

Newcomb Public School is located 16 miles distance from Naschitti Public School and has a student enrollment at present time, of 576. Ninty-seven (97) percent of the students are of Navajo decent. The school's programs are recorded from the Newcomb School Handbook and the school objectives are written by the principal, assistant principal and teachers at Newcomb School.

Newcomb Public School Objectives

Affective Domain:

Every child leaving Newcomb Public School

1. Will be a happy child, who has the capacity to think rationally, to make sensible decisions, and to deal effectively with his/her environment.
2. Will be a unique child, who has the knowledge to understand his/her individual abilities and limitations to achieve a positive self-concept.
3. Will understand, appreciate, and respect people of all ethnic and cultural groups.
4. Will take an active and intelligent part in school, community, state, national, and world affairs.
5. Will be able to give a better understanding of the meaning of democracy and inspire others to uphold democratic ideals.

Cognitive Domain:

Every child leaving Newcomb Public School

1. Will have mastered the basic skills in various subject areas.
2. Will have acquired the fundamental skills of oral communications, reading, writing, and listening.
3. Will have acquired reading skills to decode, comprehend and use ninth grade words.
4. Will have knowledge and understanding of the library cataloging system and will use it efficiently to to locate needed materials.
5. Will have knowledge in using appropriate reference materials to locate information.
6. Will have knowledge in correct usage of mechanics of writing, e.g, punctuation and capitalization.
7. Will have mathematical skills enabling him to add, subtract, multiply, and divide on ninth grade level.
8. Will have knowledge about the physical environment, space, matter, energy and time to enrich his life.

Administrative Objectives

1. The principal of Newcomb School will provide leadership in all areas of the instructional programs.

This objective will be documented by the principal's monitoring system in the implementation of the individual teacher's performance objectives of the basic skills.

2. The principal of Newcomb School will provide appropriate instructional materials and supplies to all teachers under her supervision. This objective will be documented by each teacher's textbook inventory and by checklist.
3. The principal of Newcomb School will maintain good morale and a healthy atmosphere of cooperation between school administration and the faculty through open communication. This objective will be documented by visible result.
4. The principal of Newcomb School will establish good public relations between school and the community through establishment of a PTO. This objective will be evaluated by visible results and by the documentation of the agenda and minutes.
5. The principal of Newcomb School will maintain an accurate budget of all school expenses. This objective will be documented by separate accounts of all expend-

itures.

6. The principal of Newcomb School will maintain a well kept, clean, attractive and safe school building and school grounds. This will be documented by a check list of each janitor.

Instructional Plan for Newcomb School

The Language Arts consists of a broad areas of both oral and written communication skills including listening, speaking, writing, reading, correct mechanics of writing, literature, drama, and English. Since the enrollment at Newcomb School is 97% Navajo, Language Arts program will be the most complicated processes for children to master and for teachers to teach. Reading instruction should be implemented in every subject area from kindergarten through ninth grade. Reading instruction can be increasingly difficult, if not impossible, for all concerned without well-defined goals. Consequently, we have attempted to develop the following goals:

1. Newcomb School reading program is balanced in all essential aspects of reading. An over-reliance on one particular method is indefensible when is faced with the over-

whelming needs of boys and girls. Hence, there must be a balance between word attack skills and vocabulary development, a balance between oral and silent reading, a balance between informational and recreational reading and a balance between the uses of different teaching aids.

2. There is flexibility of methodology and time in the reading program. If some particular technique or procedure does not seem to work with the children, then the teacher is free to shift to another procedure that produces better instructional results. If time is a problem, then the teacher will decide what reading skills acquire more of her time without frustrating the children.
3. In order to be successful, the reading program include a strong emphasis on prevention rather than cure of reading difficulties. This goal can be accomplished by utilizing three things:

a. Making use of the teacher's manual and the accompanying suggestions.

b. Doing review work at the outset of school year on the previous year of work to insure continuity in the instructional program (study each child's reading progress chart).

c. Making use of the principle of frequency in repetition and reinforcement--do lots of reteachings.

4. There must be systematic instructional consistency and continuity at all grade levels of instruction.

5. Relate the reading work to the other language arts. Children in many activities in listening, speaking, and writing that will not only reinforce reading but actually enrich the children's readiness and backgrounds.

6. Create interests in and make use of the library for reading assignments and for recreational reading purposes. A class-

room bright and alive with instructional and motivational bulletin boards will do much for the stimulation of reading interests and tastes.

7. The reading program helps children to make the transition from formal reading instruction to formal content area mastery. It teachs content vocabulary as will as teaching reading and continues by guilding children into the usage of meaning that often accompanies content material.
8. Finally, Newcomb School reading program in grades 1-6 must be concerned with results. Whether or not a teacher has gone through all the motions is not the point here; the question is whether or not the children have thoroughly mastered what has been presented. In one sense, all of the instructional eggs are in the reading basket. Each teacher must develop a program of improvement to produce competent and mature readers. This is a task, challenge, and

opportunity for each teacher to upgrade the Newcomb School reading and language arts programs.

Grades one through third grade reading must be taught twice each day, an hour in the morning and another hour in the afternoon depending on number of reading groups a teacher has in that particular classroom. Each child in these grades should have reading two times a day. More time is to be allowed for language arts: reading, spelling, language (oral and written), and story time. Each teacher in primary grades K-3 is to read a story once a day to the children and discuss each story read. At intermediate grades (4th thru 6th, also Jr. High) reading is to be taught in all subject areas: math, social studies, science, physical education and home economics. At intermediate and Junior High grades each teacher will read and discuss selected story each week. This will increase fluency in the English language. Each story read will be discussed or a short quiz will be given.

Mathematics

Mathematics will be taught every day in each grade from kindergarten through ninth grade. Navajo children

are usually good in computations, but very poor in reading problems. Each teacher will introduce any new words following the same procedures used in reading. In teaching mathematics, objectives in the teacher manuals are closely followed.

Social Studies

Primary teachers (kindergarten through third grades) integrate social studies in their reading and language arts programs. Newcomb School will have a high intensive concentration in language arts and reading areas at the primary level. The students can catch up on social studies later in their school years. In the intermediate grades (4th through 6th), social studies will be taught three times a week for half an hour or 45 minutes. The other two days will be scheduled for some sort of language arts activities, such as story time or creative writing. At Junior High level, social studies will be taught every day for 50 minutes.

Science

Primary teachers (K-3) will integrate science in their reading and language arts programs. Science will be taught for 30 minutes twice each week. For intermediate

grades (4-6), teachers will have their students take part in experiments and have them write up what materials were used, what steps were made, what were the results, etc. Junior High students with proper guidance and directions from the teachers should be able to write up their experimental procedure. Science is taught for 50 minutes each day at Jr. High level and all students are encouraged to get involved in whatever type of experiments are being conducted that day. Science teachers at intermediate and Junior High grades will plan each lesson according to objectives selected for that week and have all the students participate.

Physical Education (Health and Drug Education)

Every teacher in elementary grades (K-6th) will have organized physical education class each afternoon for a half an hour. Teachers will help each student to acquire good health habits and an understanding of the environmental conditions necessary for the maintenance of mental, physical, and emotional well-being. At Junior High grades, Newcomb Public School has a comprehensive physical education program for all students.

Objectives:

1. The student will know ways in which to protect himself and others from communicable disease.
2. The student will realize clean surroundings in home and community promote health and safety (school too).
3. The student will accept responsibility for adopting appropriate standards of cleanliness, grooming, and dress.
4. The student will know the effects of alcohol, tobacco, and drugs on the human body.
5. The student will understand how to regulate his diet for the maintenance of good health.
6. The student will acquire the physical skills to allow him to meet his optimum development and to maintain physical skills to allow him to meet his optimum development and to maintain physical fitness under varying circumstances.

Home Economics

The Home Economics department is designed to give students an understanding of themselves, of their family of social relationship and make opportunities available for their development and growth.

The department also provides experience for the students that help them to learn the basic skills of home-making in areas like nutrition preparation of meals, planning menus, shopping for food and the use of the basic four foods.

The department provides actual demonstration in subject areas like foods - preparation of and servings. It also provide actual experiences in the construction of clothing and buymanship of texiles and or sewing equipment.

Music Instructional Program

As music is an extension of the smile, involving a coordinate operation of a number of activities, it is the purpose of the music department at Newcomb School to provide opportunities for the development of these activities in order to encourage an awareness of well being and the ability to express that awareness.

Specifically, these activities include the production of rhythm, tone, and pitch. This is to be accomplished in grades K-2 by various kinesthetic activities such as rhythmic hand-clapping, patting, toe-tapping, foot-stepping, marching, and arm-swinging. Tone and pitch production in these grades is achieved by rote singing. The students also receive experience in tone production on various band instruments. The music used as the media for these activities is selected on the basis of the child's experience, interests, and social needs.

Each student in grades three and four is provided with a fipple-flute, otherwise known as a recorder. It has a sweet tone and a system of fingering permitting a chromatic range of two octaves. Accompanied by their teacher on the guitar, these students are scheduled to receive practice in all the skills that compose both vocal and instrumental expression in music. Grade four receives and opportunity for significant experiences in the band instruments during the last half of the year.

Grade five embarks on a concentrated course of instrumental music, forming a "beginners" band. Grade six proceed with their band activities into the intermediate

stage. Grade seven has band activities - and each grade upward may have a self contained band, depending on the outcome of plans for the class schedule.

The need and desire of the students to share their musical art is met in the offering of two musical programs, one near the middle and the other at the end of the year.

Library

The library will provide materials and other services for the development of student interest and academic needs in grades K-9. An awareness of the library as a source of informational, cultural and recreational materials will develop. The students will learn the librarian and the library are sources of information and assistance. They will develop skill, self-discipline and self-evaluation in using the library and media materials. Book care will be stressed. The students will develop the concept that some books provide information and some are ficticious. The student also acquires the ability to select a book on his own reading level. The student should begin to demonstrate skills in research development.

School Nurse

Naschitti and Newcomb schools will be serviced by

Shiprock school nurses this year. The school nurse will be here once a month to check any students who may need professional nursing service.

The student's health record will be kept on the health card in the nurse's office. This information is available to the teacher upon request, but health cards are not to be taken out of the nurse's office. This information is confidential.

Nurse's aide will take care of all minor injuries and any major injuries will be taken to Toadlena or Shiprock clinic.

In the case of major accident or sudden severe illness, the school gives immediate first aid and notifies parents. First aid is the immediate and temporary care in case of accident and sudden illness by non-medical persons before the services of a physician can be secured. School personnel should not attempt to give any treatment beyond first aid.

School personnel will not give any kind of drugs, including aspirin, to student unless a written request of a physician or dentist, through the parent or child, is received.

Students should go to the nurse's room only when accompanied by an adult. If this can't be done, send a note with the following information:

1. Name
2. Date
3. Time of departure from classroom
4. Type of treatment needed
5. Teacher's signature.

Immunization

New Mexico State Law requires that all pupils in schools in the state who have not already shown evidence of having complied with school immunization requirements must produce satisfactory evidence by November 15, 1975, or at appropriate times thereafter, that they have completed or initiated the following immunization shots for: Tetanus, Diptheria, and Polio.

Children who are to be exempted from the above requirements for health or religious reasons should present a certificate from a duly licensed physician or an affidavit from an officer of a recognized religious denomination.

Failure to comply with these requirements may result in the child's exclusion from school attendance.

Purchasing

This school system has a purchasing system. Do not make school purchases without securing permission from the Principal. Each teacher is given $25.00 to purchase whatever teaching aids needed. Requisition forms are in the office and all requests must be on these forms.

Quantitative Results

Both Naschitti School and Newcomb School appear to have approximately the same quantity of school program included in the instructions plan. A notable exception is that Newcomb School contains grades K-9 and, therefore, offers an elementary program in grade K-6 and a junior high school program that includes Home Economics and Band in grades 7-9. Naschitti School contains grade K-8 but functions as an elementary school with grade 5-8 departmentalized.

The school objectives and programs at Naschitti School are included in the Naschitti School Handbook which is issued to the teaching staff early in the 1976-77 school year. As new school programs are added at Naschitti School they are included in the handbook. The school programs

describe the component parts of the school programs. No attempt is made to formulate teaching objectives or teaching strategies.

The Newcomb School handbook issued to the teaching staff early in the 1976-77 school year omits the school and administrative objectives. The school programs descriptions include many teaching objectives and teaching strategies.

The Community relations approach at Naschitti School and at Newcomb School differ greatly. An attempt to establish discipline policy and new programs such as the Token Economy System are included in the Naschitti School Programs - there are no such attempts reported from Newcomb School.

Qualitative Evaluation

Naschitti Public School

Table 1 presents a graphic summarization of the grade equivalent CTBS score for fifth and eighth grade students in Naschitti School 1974-1977. These scores were recorded from the New Mexico State Department of Education state wide assessment program data for the years 1974 to 1977.

Table 1

CTBS Scores from Naschitti School

Expectancy	No. of Students tested	Year	G.E. Mean	Deviation From Expectancy
5.1	29	1974	3.7	-1.4
5.1	26	1975	3.2	-1.9
5.7	21	1976	4.7	-1.0
5.7	25	1977	5.0	-0.7
8.1	28	1974	5.1	-3.0
8.1	31	1975	5.5	-2.6
8.1	31	1976	4.9	-3.2
8.7	25	1977	6.5	-2.2

Table 11 presents a graphic view of grade equivalent CTBS scores for Indian Students in the United States during the year 1974-76.

Table 11

U.S. Indian CTBS Scores

Grade Level	1973 -74	1974 - 75	1975 - 76
5.7	3.6	3.4	3.2
8.7	5.3	4.7	4.9

Newcomb Public School

Table III is a graphic summarization of the CTBS scores over the past four years for fifth grade students and eighth grade students in Newcomb Public School.

Table III

CTBS Scores from Newcomb Public School

Expectancy	No. of Students tested	Year	G.E. Mean	Deviation From Expectancy
5.1	30	1974	3.9	-1.2
5.1	56	1975	4.0	-1.1
5.1	59	1976	4.0	-1.1
5.7	53	1977	3.6	-2.1
8.1	45	1974	4.4	-3.7
8.1	77	1975	4.7	-3.4
8.1	74	1976	4.7	-3.4
8.7	96	1977	5.3	-3.4

Table IV presents a graphic view of U.S. Indian CTBS scores from 1974-76.

Table IV

U.S. Indian CTBS Scores

Grade Level	1973 - 74	1974 -75	1975 - 76
5.7	3.6	3.4	3.2
8.7	5.3	4.7	4.9

Concepts of Needs Assessment

A needs assessment is, designed to identify the areas in which schools may improve operations to meet the cognitive, affective and pyschomotor needs of students. Accordingly, the report of the needs assessment may appear to focus more upon "needs" than upon the strengths and normally functioning components of the school. Thus, it is important to note that the focus upon "needs" in this report serves to only point our areas which may improve the achievement level of the students and operation of the school.

Needs Assessment of Naschitti School

A needs assessment of Naschitti School and Newcomb School was conducted in March, 1977. The School Image

Description Questionnaire (SIDQ) was used to survey the attitudes of teachers, parents, students and administrators toward the schools. (Craft and Benson, 1973) a copy of the discription of the instrument is included in Appendix D. In brief, the SIDQ measures school attributes associated with the following general categories:

1. School Goals
2. Performance of students, teachers, parents, and principal
3. Faculty interest in types of innovations

Thus, the SIDQ reports how the operations of the school are associated with the goal priorities, and in addition indicated the faculty preferences for new programs to meet the needs of the students. The results of the SIDQ indicate strengths of the schools as well as areas of need.

Sample

The sample (N=115) was randomly selected from the selected schools, records. The findings were based upon the responses of the total sample.

Qualitative Results Goals at Naschitti School

Parents, teachers and the principal at Naschitti re-

ported that citizenship was the goal with the highest priority for the school. In addition, the students placed citizenship next in importance only to prepare for college which was the student's first priority. However, neither teacher, parents or the principal placed prepare for college as high a priority as the students. Thus, students have college attendance as a high priority goal but this apparently is not supported by the other three groups.

Involving the community in school policy was a high priority goal for all groups except students. The students did not place as high an emphasis upon this goal as did the parents, teachers and principal.

The students and principal indicated that prepare for a job was a high priority goal. On the other hand, parents and teachers placed less emphasis upon this goal. The principal also stated that work experience for students was another goal of high importance. The students also placed relatively high importance for this goal. Parents reported a high priority for prepare for a trade school, but none of the other groups found this goal as important.

Goal Priorities at Newcomb School

The rank order importance of the goals of the school for parents, teachers, and students are presented in

Table VI. In general, there was a high degree of congruence among the goal priorities for the parent and teacher group. However, the priorities reported by the students were different from the other two groups.

Parents and teachers exhibited very high agreement among the rankings and in general indicated that the goals of citizenship, job skills, trade school and emotional maturity were, respectively, the most important goals for the school.

Students on the other hand placed the highest priority upon prepare for later classes and social skills with college preparation and citizenship and emotional maturity as third and fourth, respectively.

Table V

Goal Priorities for Naschitti School

	Parents	Teachers	Students	Principal
Teach Citizenship	1	1	2.5	3
Involve Community	2.5*	2	5.*	3
Prepare for Trade School	2.5*	5	6	8
Psychomotor Skills	4. *	5	8	8
Prepare for a Job	5.5	5	2.5*	3*
Prepare for College	7	9	1.*	8
Develop Emotional Maturity	5.5	8	7	8
Work Experience	8.5	10	4.*	3*
Social Skills	8.5	7	10	3*
Prepare for Classwork	10	3*	9	8

*Significantly different from the other groups.

Table VI

Ranking of Goals for Newcomb School

	Parents	Teachers	Students
citizenship	1	1	4
job skills	2	3	10
trade school	3	5	8
college preparation	5	10*	3
emotional maturity	4	4	7
work experience	9	8	9
later classes	8*	2	1.5
social skills	10	6.5	1.5
psychomotor	7	9	6
community participation	6	6.5	5

*Significantly different from other two groups

Student Attributes at Naschitti School

The principal and the parents indicated that the students' achievement motivation was about average, but the students and teachers reported that it was somewhat below average. Students, the principal and teachers also indicated that school spirit was substantially above average. All groups except students indicated that the stud-

ents wanted to attend a trade school. Students reported about average interest in further education. School interest for students was average.

Student Attributes at Newcomb School

All groups including the students reported that the achievement motivation of students was significantly below average. In addition, all groups indicated that interest in further education, interest in school, school spirit and the friendliness of other students was below average. Parents and teachers stated that students indicated an above average desire to attend a trade school. The students and the principal did not concur with this finding and reported below average interest on the part of students to attend a trade school.

Teacher Attributes at Naschitti School

All groups reported that teachers employed a cooperative student-oriented style of teaching. Thus, the teacher takes into account individual differences in the students, responds to student-initiated learning activities, and takes into account the feelings of the students. The group also reported that the teachers were very friendly to the students. Parents, however, thought that teachers

could discipline the students more in class.

Teacher Attributes at Newcomb School

The groups differed with respect to the teaching style used by teachers in the school. Parents and students reported that teachers employed a cooperative style which is student oriented. On the other hand, teachers, themselves and the principal indicated that teachers employed an operative style which is subject matter oriented with emphasis upon teacher presented lectures.

The teachers and principal reported that teachers were above average on friendliness but the students reported the teachers were average or below on friendliness. Parents indicated an average amount of discipline was used by teachers.

Parent Attributes at Naschitti School

Parents, teachers and the principal reported that parents provide significantly above average input to school policy decision-making. They actively participate in school activities, and provide input to the principal and teachers. In addition, they stress the value of an education to their children and support the school by actively participating with their children in school

activities.

Parent Attributes at Newcomb School

All groups reported that parents provide above average input to the school. In other words they actively participate in school activities and provide input in the school policy decision making process. Parents reported that they receive an average amount of information about school activities and programs, but teachers and the principal indicated that additional effort needs to be taken to inform parents about school activities. Parents and students indicated that parents participate with their children in school activities an average amount.

Principal Directiveness at Naschitti School

Teachers report approximately average directiveness for the principal. The principal, however, reports substantially below average directiveness for the principal.

Principal Attributes at Newcomb School

The teachers indicated that the principal was significantly below average on directiveness. Thus, the principal allows considerable freedom on the part of the teachers to make decisions.

Openness at Naschitti School

Parents perceive the school as significantly above average on openness. Thus, they see the school as innovative, adaptive, and with high morale. The other groups also report above average openness.

School Openness at Newcomb School

All groups reported extremely low scores for school openness. Thus, all groups apparently have low morale and do not perceive the school as open, innovative, and cooperative. Apparently a serious morale problem exists in the school.

Priorities for Innovations at Naschitti School

The teachers and principal rated their interest in a number of innovative programs widely adopted throughout the U.S. The interest in specific innovations is assumed to reflect what teachers and principals assess as the basic needs of the school.

Teachers placed supplemental classroom materials as the number one priority and also high priority upon audio-visual materials. In addition, the teachers were very interested in classroom management techniques and flexible scheduling. Moreover, the teachers placed high emphasis upon a variety of classroom organization techniques.

It is important to note that little interest was shown in techniques for individualizing instruction. In all probability, this can be accounted for by the cooperative style of the teachers; they already individualize instruction.

The principal's interest in education ranged across a variety of innovations which covered many different aspects of the school. The innovations included classroom organization as well as language and cultural awareness programs. The principal did not express high interest in class materials or audio-visual aids

Interest in Innovations at Newcomb School

The teachers and the principal rated their interest in a number of innovations and types of programs that are currently being used in schools throughout the country. The ranks for the innovations for teachers and the principal are presented in Table VIII. In general, it may be assumed that the interest teachers and the principal expressed in specific innovations reflects their perceptions of what is needed to meet the needs of the school. In addition, the interest in the innovations also indicates that teachers have a desire for more information about the topic.

In general, the teachers and the principal differed widely upon what new programs the school needs. Specifically, teachers indicated the following had the highest priority: 1) supplemental classroom materials, 2) audiovisual aids, 3) classroom management techniques, 4) flexible scheduling, 5) team teaching, 6) bilingual education, and 7) individually prescribed instruction.

The principal placed the following innovations as first priority: 1) student testing, 2) cultural awareness seminars, and 3) English as a second language. Then gave equal weighting to the following topics: bilingual education, micro-teaching, mini-courses, parent assisted instruction, classroom management techniques, audiovisual aids, and supplemental classroom materials.

Table VII

Priorities for Innovations at Naschitti School

	Teachers	Principal
Teaching		
Sensitivity Training	8	13.5
Micro-Teaching	18	17.5
Mini-Courses	15	5.*
Individualization		
Individualized Instruction	13	5.*
Performance Contracts	17	13.5
Programmed Learning	19	17.5
Student Testing	10	10.5
Non-Graded Schools	5	5
Parent-Assisted Teaching	13	5.*
Language		
Bilingual	9	13.5
ESL	11	5.*
Cultural Awareness	13	5.*
Classroom Organization		
Classroom Management	2	5
Flexible Scheduling	4	5
Team Teaching	6	10.5*
Differentiated Staffing	16	17.5
Open Classroom	7	5
Curriculum		
Use of Audio-Visual	3	17.5*
Supplemental Class Materials	1	13.5*

*significantly different from the other group

Table VIII

Ranking of Interest in Innovations Newcomb School

	Teacher	Principal
team teaching	5.5	18.5*
bilingual education	5.5	7.0
performance contracts	17.5	16.5
individually prescribed instruction	7.0	13.0*
sensitivity training	11.5	13.0
ESL	13.5	2.0*
non-graded schools	17.5	13.0
open classrooms	13.5	18.5
differentiated staff	16.0	16.5
flexible scheduling	4.0	13.0*
programmed learning	15.0	13.0
micro-teaching	19.0	7.0*
mini-courses	11.5	7.0*
cultural awareness seminars	10.0	2.0*
parent assisted instruction	8.0	7.0
class management	3.0	7.0*
student testing	9.0	2.0*
audiovisual aids	2.0	7.0*
supplement class materials	1.0	7.0*

*significantly different from the other group

Qualitative Results CTBS Scores

The CTBS scores at Naschitti School appear to be moving above the U.S. Indian CTBS scores at Naschitti School. At Newcomb School the CTBS scores are remaining at or below U.S. Indian average scores. While such scores do not necessarily indicate the quality of school programs it is interesting to note the consistancy of the direction of the scores at the selected schools.

Goal Priorities

The goal of citizenship was very important to all groups at Naschitti School. Students place much more importance upon prepare for college than the other groups, but at the same time place high emphasis upon prepare for a job and work experience. Teachers placed more emphasis upon psychomotor skills and developing emotional maturity than did the other groups. All groups place a high priority upon community involvement in school policy-making. The students at Newcomb had more interest in preparing for later classes and social skills than did their parents. The students also indicated college preparation as a high priority goal for the school. The students placed significantly less importance upon the goal of teaching job

skills and trade school than did parents and teachers. In contrast to the importance that parents and students placed upon college preparation, teachers gave this goal a low priority.

Student Attributes

The students are interested in further education at Naschitti School and have very high school spirit. Achievement motivation is somewhat below average but they did express interest in school. All groups at Newcomb School reported that students were significantly below average on achievement motivation and interest in school.

Teacher Attributes

Teachers are cooperative and friendly to the students, at Naschitti School and they rely heavily upon student-initiated learning activities. It appears that teachers at Newcomb need to develop a more cooperative and friendly style towards students.

Parent Attributes

At Naschitti School parents, teachers, and the principal provide significantly above average input to school policy decision-making. All groups participate actively in school activities and all groups stress the value of

an education to the children. It appears that the school activities of Newcomb School solicits input from parents in school policy making decisions.

Principal Directiveness

The principal at Naschitti is average in directiveness. At Newcomb the principal allows considerable freedom on the part of teachers to make many of the decisions in the school. The Newcomb principal was rated significantly below average in directiveness by the teachers.

Openness

Parents at Naschitti School precieve the school as significantly above average on openness. Thus, they see Naschitti School as innovative, adaptive and with high morale.

All groups at Newcomb School reported extremely low scores for school openness. Apparently a serious morale problem exists at Newcomb School.

Interest in Innovations

Since teachers at Naschitti School employ a cooperative style of teaching and already individualize instruction they placed high priorities on supplemental classroom materials, classroom management techniques and flex-

ible scheduling. At Newcomb the teachers placed high priority on information and materials which will help them teach in the classroom. The principal, on the other hand, indicated a greater variety of things was needed by the school.

Chapter 5

SUMMARY, CONCLUSIONS AND RECOMMENDED OBJECTIVE

During the school year 1976-77 a needs assessment survey was conducted at Naschitti Public School and at Newcomb Public School. Naschitti Public School is an elementary school containing grades K-8 and has a 255, 90% Navajo, student enrollment. Newcomb Public School is an elementary - Junior high school containing grades K-9 and has a 576, 97%, Navajo student enrollment. The schools are located sixteen miles apart deep in the heart of the Navajo reservation and are 2 of the 12 schools within Central Consolidated School District #22.

The needs assessment survey quantitatively and qualitatively evaluates the school programs that make up the instructional plan in each of the schools. The study assumes that there are inherent problems in educating Native Americans, the greatest of which is the view the Native American has of the public school itself. The study also assumes that the selected schools are surrounded by similar environments and populations.

The quantitative evaluation indicated that the descrip-

tion of school programs contained in the school handbook of each schools is approached from a program component viewpoint in Naschitti School and from a program, teaching objectivess and teaching strategy viewpoint at Newcomb School.

It is also noted that the two schools differ greatly in the approach to community relations. Naschitti has during the 1976-77 school year attempted school wide innovative programs such the Token Economy System. Newcomb School does not report that any such innovative programs were attempts.

A comparison of the CTBS scores at Naschitti and Newcomb schools with the U.S. Indian CTBS scores for the past four years indicates that the Naschitti students scores are moving in a direction above the U.S. Indian scores. The Newcomb School scores are remaining at or slightly below the U.S. Indian scores.

A Summary of Findings

At Naschitti School the results of a school image survey conducted in March, 1977 are that:

1. All groups placed high importance upon teaching citizenship as a goal for the school.

2. Students placed much more emphasis upon the goal of prepare for college than did parents, teachers, and the principal.
3. All groups perceived involving the community in school policy as a high priority goal.
4. Students expressed interest in prepare for a job and work experience.
5. Students expressed average achievement motivation and significantly above average school spirit and interest in further education.
6. Teachers employed a cooperative style of teaching which takes into account the individual needs of the students. Teachers were seen as friendly to the students.
7. All groups reported above average input from parents to school policy decision-making processes. They also stress the value of an education to their children.
8. The school was perceived as having above average openness by teachers, students

and the principal, and parents rated the school as above average on openness which indicated the school has high morale.

9. Teachers wanted supplemental classroom materials and audio-visual aids as well as information about new classroom organization techniques.
10. The principal expressed high interest in cultural awareness and second language programs as well as new classroom organization techniques.

A summary of the findings at Newcomb School are that:

1. Parents and teachers placed highest priority for the goals of the school on citizenship and job skills for the students. However, students placed more emphasis upon preparing for later classes and social skills.
2. Parents and students gave college preparation a higher priority than did the teachers.
3. All groups, including students, indicated that students had below average achieve-

ment motivation and interest in school.

4. Parents and students indicated their preference for teachers to employ a more cooperative style of teaching, and that teachers should be more friendly towards students.
5. All groups reported that parents are very active in providing input into school decision-making policy.
6. The principal and teachers reported that additional effort is needed to inform parents about the school.
7. The openness of the school was rated very low and indicates that a morale problem exists at the school.
8. Teachers indicated a high priority for innovations which help them improve classroom instruction.
9. The principal reported high priority for innovations which span a broad variety of school problems.

Conclusions

This study indicates that Naschitti Public School and Newcomb Public School are at different stages of progress in solving the shared problem of implementing school programs that will produce high level achievement in the basic skills within the student populations.

A needs assessment survey conducted in the 1976-77 school year at both schools shows that Naschitti School students are tending to score above the U.S. Indian average scores on CTBS tests while the Newcomb School students are scoring at or below the U.S. Indian average scores on CTBS tests.

In March 1977 a School Image Survey pinpointed some of the strength and weaknesses of the selected schools' programs. Naschitti's school program was strengthened by the view of parents that the school is open, adaptive, innovative and maintains high morale. It also appears that the students are obtaining a higher achievement level, because of high school spirit and interest in school. One need that exists at Naschitti School is therefore, to maintain the school's strengths and attempt to elevate the achievement motivation on the students.

The students' high priority on attending college and a desire for further education indicates that teachers at Naschitti School should intensify the teaching of basic skills by set high standards of measurement for student achievement and supplement the teaching programs with independent student activities in various fields of such, as career education. Such a program promotes student motivation and provides the supplemental materials desired by the teachers.

The needs assessment survey at Naschitti School further indicates that both parents and teachers are concerned about the classroom discipline of the students. The teachers express a high priority to learn classroom management techniques and the parents expressed a desire for firmer discipline.

One approach to this problem is in-service training for the teachers and the establishment of a parent volunteer program in the classroom. The exchange of ideas and observations of techniques while teachers and parents are working together with students in the classroom could benefit both groups when approach-

ing student discipline problems. This approach seems particularly advantageous since the majority of the teaching staff at Naschitti School is of Anglo background and the majority of the students at Naschitti School is of Navajo background.

Studies of Navajo child rearing practices indicate that discipline techniques are applied differently in the Navajo culture than in the Anglo culture.

At all grade levels at Naschitti School there is a need to non-grade the classes and employ open classroom and team teaching techniques thus, maximizing instruction time. It is unrealistic to expect the best classroom teaching when a teacher deals daily with four or five groups of student at different grade levels within a contained classroom situation. Since teachers at Naschitti School are already individualizing instruction the transition to a non-graded school situation is in progress.

At Newcomb School the needs as projected by the needs assessment survey are at a different stage of progress than at Naschitti School. The first goal at Newcomb School is to establish relationship among the school groups that will promote a view of the school as open, adaptive and innovative thus, leading to high morale. High morale is considered by many educators to be the most important factor in obtaining successful teaching-learning situations. The three necessary ingredients that will accomplish this important school factor appear to be better school-community relationships, a more cooperative and friendly teaching style and more directiveness by the principal.

The problems of school-community relationships at Newcomb School are more complicated than at Naschitti School since the student population at Newcomb School is larger and the school attendance area is, in reality, five areas instead a concentrated population at one area. While

these factors compound the problem they do not make the solution to the problem impossible. Establishing a school - community advisory council that is representative of the teachers and non-certified personnel in the school and the parents, non-parents and students of each of the five attendance areas is a viable approach.

By seeking the advice of this council in planning school - community activities and in solving school - community problems communication will be reestablished among the school groups, thus, structuring an atmosphere of school openess.

The needs assessment further suggests that the principal at Newcomb School indicates a need to establish a level of directiveness and the teachers at Newcomb School indicate a need to receive help with classroom instruction. This problem is amenable to training remediation. The following process may be used. First, clarify what behaviors

are undersirable among teachers at Newcomb School. List the undesired behaviors such as:

1. Teachers are lazy - they merely sit and talk to students.
2. Teachers don't volunteer for extra assignemnts.
3. Teachers maintain incomplete records.
4. Etc.

Next list beside the undesired behaviors the desired behaviors of the teachers.

1. Lectures less - use varied techniques.
2. Volunteer for sponsorship of extra - curricular organizations.
3. Keep neat and up-to-date records.
4. Etc.

In step three determine the performance deficiencies.

1. Do the teachers have materials for varied techniques available? Do they know how to use them?
2. Do teachers know how to volunteer?
3. Do teachers know how to keep records?

When the answers to these questions are yes, it is obvious that the teachers have the abilities and skills necessary for proper performance. Therefore, another

explanation that may be considered for the behavior of the teachers is that the teachers do not have the proper attitude. At this point it is notable to remember poor attitudes are rarely due to lack of ability - there is rarely a performance deficiency.

Step four in this process is to identify reasons for present behaviors and conversely reasons for absence of desired behaviors.

1A What are the results (reward/punishment) of a teacher lecturing?

1B What are the results (reward/punishment) of a teacher not lecturing?

2A What are the results (reward/punishment) of a teacher volunteering for extra curricular activities?

2B What are the results (reward/punishment) of the teacher not volunteering for extra curricular activities?

3A What are the results (reward/punishment) for keeping good records?

3B What are the results (reward/punishment) for not keeping good records?

4A Etc.

4B Etc.

It must be realized that the school cannot force teachers to not lecture, to volunteer, to keep good records etc., and that, in reality nothing happens if teachers fail to volunteer or keep good records.

This leads to two conclusions:

1. In some cases the results (rewards/punishments) of not behaving like a good teacher are of little significance, and,
2. In some instances there is no incentive to be a good teacher.

That is, the teachers do not have the correct attitude because the teaching environment does not expect or encourage good attitudes. The conclusion is that the teachers have the correct behavior (are capable of performing) but they do not exhibit these behaviors because there is no cause for doing so. How then, does the administrator get the teachers to exhibit correct behaviors.

The last step encourages the administrator to identify possible incentive factors to use as causive agents to encourage the exhibition of acceptable behaviors.

A. Personal relationship between the administrator and staff.

1. Smile from principal
2. Compliments from principal
3. Encouragement from principal
4. Support from principal

B. Personal rewards to staff

1. Time off for work well done
2. Preferential treatments in scheduling of classes
3. Private space assignment
4. Exclusion from distasteful tasks
5. Etc.

At Newcomb School, then, there is not an instructional (training) problem; rather, there exists a management systems problem. The management system is not structured nor administered to encourage good teaching, and all member of the school are a part of that system.

By establishing the correct management system the solution to the problems that are hampering high morale, good teaching and student achievement can be solved.

Objectives for Naschitti School 1977-78

In the school year 1977-78 the principal and staff at Naschitti School will

1. Intensify the teaching of basic skills by supplementing the instructional program with learning centers and one to one tutoring for remedial students.
2. Promote student motivation by setting high standards of measurements for achievement.
3. Supplement the classroon teaching program by establishing interest centers and other activities in the classroom that allow independent student learning and exploration in career education.
4. Establish better classroom management by creatiing and attending in-service training to review classroom management techniques.
5. Establish better classroom management by selecting and encouraging parent volunteers in the classroom.
6. Establish better classroom management by observing and becoming familiar with the traditional Navajo approach to discipline for children.

7. Further individual teaching by non grading the kindergarten and first grade classrooms.
8. Further individualize teaching by applying the techniques of team teaching.
9. Work towards the achievement of the Objectives of Naschitti School by maintaining the determined strength in the Naschitti School program.

Objectives at Newcomb School 1977-78

In the school year 1977-78 the principal and staff at Newcomb School will:

1. Promote better community - school relations by establishing a community advisory council that will be representative of the school and the five attendance areas of the school.
2. Elevate classroom instruction by establishing a management system that is structured to promote better teaching.
3. Promote student achievement motivation by improved classroom techniques.
4. Promote student interest in school by encouraging more student participation in school activities.
5. Promote school spirit in all school groups by

providing ample reason for all school groups to be proud of the school's achievements.

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Appendix A

TIME LINE

TIME LINE

(Initiated Nov. 13, 1975 - Culmination May 1, 1977)

Please check the phases your staff has completed along with the date. Keep one copy for your files and return one copy to Dr. Freeland.

	Check	Date
Review of Literature		
Committee Appointed		
Literature analyzed by Committee		
Objectives developed for Planning Assessment		
Model, rough draft		
Questionnaire or other research developed		
Random Sample		
Treatment of data from reseach		
In-service meetings held relative to findings		
Goals (Objectives) prioritized		
Performance gaps fully disclosed		
Prescriptive processes defined		
Prescriptive processes initiated		
Final needs assessment document completed and filed (May 1, 1977)		

Appendix B

NEEDS ASSESSMENT SURVEY

Naschitti Public School

Needs Assessment Survey

The purpose of this survey is to provide a way for this community to express their feelings about the quality and needs of the instructional program at Naschitti School.

Please indicate with an X in the proper column your opinion as to how your school is doing at the present time in relation to the following topics.

	GOOD	FAIR	POOR	DON'T KNOW
1. Teaching the Basic Language Arts Skills				
2. Teaching the basic skills of Math				
3. Teaching Science and Social Studies				
4. Teaching Career Education				
5. Teaching Drug Education				
6. Teaching Music and Art				
7. Teaching Children to Read and Write Navajo				
8. Teaching Navajo Culture in the classroom				
9. Using the Oral Navajo Language to teach and explain oral concepts				
10. Teaching Health and Physical Education				

Naschitti Public School

Needs Assessment Survey

The following are topics related to Naschitti School. Please indicate with an X whether you feel they are very necessary, necessary, not necessary or you don't know.

	Very Necessary	Necessary	Not Necessary	Don't Know
1. Teaching the Basic Language Arts Skills				
2. Teaching the Basic Skills of Math				
3. Teaching Science and Social Studies				
4. Teaching Career Education				
5. Teaching Drug Education				
6. Teaching Music and Art				
7. Teaching Children to Read and Write Navajo				
8. Teaching Navajo Culture in the classroom				
9. Using the Oral Navajo Language to teach and explain oral concepts				
10. Teaching Health and Physical Eduation				

Appendix C

COMMUNITY NEEDS ASSESSMENT SURVEY

Newcomb School

October 6, 1976

Dear Dr. Cathey:

I am sending copies of our needs assessment survey questionnaires which were given to parents on registration day. We prioritized parents' responses according to what they though was needed at Newcomb School.

Community Needs Assessment Survey
Conducted at Newcomb School

Needed	Sometimes Needed	Not Needed	
31	1	0	Teaching math in all grades K-9
31	3	0	Providing nursing services for sick or injured children
30	4	0	Teaching spelling in all grades (1-9)
29	3	0	Requiring students to be responsible for what they do at school
29	4	0	Providing good lunches
29	3	0	Hiring teachers who teach well and who care about children
29	3	0	Providing a good physical education program in all grades K-9
28	5	0	Teaching reading in all grades K-9
28	4	1	Encourage students to want to read and learn on their own
28	4	3	Teaching Navajo Culture in School
28	6	1	Using aides to assist in the teaching of other basic subjects
27	3	3	Teaching social studies 4-9
26	4	1	Encouraging students to do their best in all their school work
26	4	2	Collecting information about the effects of Johnson O''Malley Program
26	4	1	Providing drug education in all grades 1-9
26	6	1	Teaching a respect for various ways of making a living

26	5	0	Teaching science 4-9
25	3	4	Teaching students to get along with others
25	4	2	Providing good breakfasts
25	6	0	More communication between parents and teachers
24	8	1	Using aides to assist in the teaching of reading
24	8	0	Using good methods in teaching reading
24	8	1	Praising students in recognition of their language progress
23	9	0	Developing a concern for our environment
22	8	2	Providing classroom material (book, films, etc.)
22	10	0	Providing extra classes in reading for students who are far behind
22	9	2	Teaching an understanding of the different cultures of people in New Mexico
22	9	1	Teaching Career Awareness in school
22	2	8	Teaching Social Studies only to those students who can read
21	11	1	Providing field trips to enrich children's experiences
21	11	0	Providing up-to-date teaching materials for all classes
21	8	3	Providing extra classes in language arts for students who are far behind
21	11	0	Teaching sharing and care of property
20	14	0	Providing individual help in the regular reading classes
20	8	0	Providing health instruction in the classroom
20	11	2	Providing information on various ways of making a living
19	13	1	Providing in-service (on the-job-training) to keep teachers aware of new methods & materials
19	9	3	Providing counseling help as needed for children
19	8	3	Handling discipline problems properly
15	15	1	Collecting information about the effects of Title I programs

Appendix D

THE SCHOOL IMAGE DESCRIPTION QUESTIONNAIRE (SIDQ)

The School Image Description Questionnaire (SIDQ)

Authors: © Don B. Croft and Charles W. Benson

Availability: Don B. Croft, Educational Research Center, New Mexico State University, Las Cruces, New Mexico 88003

Description: The School Image Description Questionnaire (SIDQ) is a short easily administered instrument which is used to record the "image" that teachers, students, parents, and the principal report for a school. The basic domains measured by the SIDQ include:

1. the goals of the school,
2. the behavior of students, parents teachers, and the principal associated with the school operations, and
3. priorities for innovative educational programs.

The SIDQ provides an objective and systematic overview of the basic school operations associated with learning, teaching and school leadership. In addition to a concise and accurate description of the basic operations of the school, the SIDQ includes an assignment of goal priorities for the school, as well as an identification of the innovations which have high value to teachers and the principal. Thus, a principal may determine if school operations are congruent with the goals of the school as well as identify innovative programs which have a high probability of satisfying the educational needs of the school.

Constructs measured by the SIDQ

As noted before, the SIDQ measures the image that the four groups comprising the school constituency report for a school. Within the basic domains measured by the SIDQ, specific constructs have been identified to describe these three domains. The constructs define the specific attributes of a school that are measured by the SIDQ. Accordingly, the following definitions are presented to identify the attributes of a school which are measured by the SIDQ.

GOALS OF THE SCHOOL

Career preparation refers to a goal of the school to provide learning situations and school sponsored activities which prepare students for college, a trade school or a job. The definition includes learning experiences which provide a knowledge base usable in an occupation.

Socialization refers to a goal of the school to provide activities which develop the social skills, psychomotor abilities, and the emotional maturity of students.

Citizenship refers to a goal of the school to teach students the attributes of good citizenship.

STUDENT PERFORMANCE

Achievement motivation refers to a student's interest in academic achievement and describes the ability to study, obtain good grades, and enjoy academic activities. It indicates that the student obtains satisfaction from school acheivement.

Further education refers to an interest in obtaining additional education in a school.

School interest refers to a student's interest and desire to continue school. It describes the ability of a student to stay out of trouble, accept school regulations, and obtain credit for his ability to perform in school.

School spirit refers to the student's participation in school extra-curricular activities and that he helps plan school activities, joins service clubs, is a member of activity committees, and enjoys student-group events.

Student friendliness refers to the ability to enjoy friendly relationships with others, confide in and discuss problems with friends, and be at ease with other individuals.

Trade school refers to the interest of a student to attend a trade, vocation or technical school.

TEACHER PHILOSOPHY

Operative philosophy refers to emphasis upon directing and controlling teaching in order to stress the learning of subject matter. The teacher also sets goals and objectives and insures they are met and acts in the role of a disseminator of knowledge and factual information.

Cooperative philosophy refers to the ability to act as the leader of a student group engaging in learning activities. It also describes skills in establishing close interpersonal relations with the group and the ability to coordinate and structure the task activities of group members. The teacher acts in the role of a team leader in the learning situation.

Discipline refers to the enforcement of school regulations, requiring students to study intensely and punishing violators of school rules.

Teacher friendliness refers to the ability to enjoy friendly relationships with others, confide in and discuss problems with friends, and be at ease with other individuals.

PARENT PARTICIPATION

Parental input refers to obtaining information from parents about school policies and procedures. It indicates that parents make recommendations about the classes taught, react to school policies, assist in instructional processes and interact with the school.

Parents are informed refers to communicating to parents about school activities and policies. Parents are informed by personal consultation, newsletters, meetings, or other means.

Academic orientation refers to the emphases parents place upon education, and desire for the student to achieve in school. It describes how parents stress school attendance, good grades, and insure the student does his homework.

School participation refers to behavior by the parents to participate and be included in the school activities of the student. It also indicates that appropriate help is given from the parents to aid the educational attainment of the student.

ORGANIZATIONAL LEADERSHIP

Directiveness refers to the principal's assigning tasks, scheduling work, and monitoring the activities of school staff. It indicates directing and controlling staff members to insure goals of the school are accomplished.

Openness describes the overall image of the school and refers to a school in which the teachers and the administration have high morale as a result of task accomplishment and also obtain satisfaction from social relations with others in the school. It also describes a school that is open to innovation and to new educational programs.

Development of the SIDQ

The SIDQ was standardized with a sample of 4,226 teachers, parents, principals and students in the Southwestern United States. The sample included individuals with a variety of socio-economic and ethnic backgrounds. The statistical technique of principal components factor analysis and varimax rotation was used to identify the constructs measured by the SIDQ. The reliabilities of the SIDQ constructs were obtained by computing the average factor analysis communalities of the items operationally defining the constructs. The communality is a lower bound estimate of reliability. Thus, the reliability coefficients for the SIDQ constructs range between .45 and .80 which are sufficiently high to justify the use of the instrument.

Separate multiple regressions were computed between the constructs measured by the SIDQ and the "key" construct of openness. The multiple correlation for each of the four groups ranged between .60 and .80. Thus, indicating that the SIDQ measures constructs which are associated with the openness of a school. In addition, pearson correlation coefficients were computed among the openness scores of parents, teachers, principals and students. The correlations describing the degree of similarity of rating openness among these four groups ranged between .17 and .55. Thus, establishing concurrent validity and construct validity for the key construct of openness.

In summary, the SIDQ is a research based measuring instrument that has been analyzed by a variety of statistical techniques. The SIDQ has high internal validity, justifiable reliability coefficients and construct validity.

Administration

Four separate forms of the SIDQ were constructed for use with teachers, parents, principals and students. An SIDQ form written in Spanish is available for Spanish-speaking parents. Each of the forms has approximately 80 items including biographical characteristics of the respondents. Therefore, a respondent usually completes the SIDQ in less than fifteen minutes. Written instructions are available to assist in the selection of random samples of respondents, administering and collecting the SIDQ, and interpreting the computer output of SIDQ scores.

Output scores for the SIDQ

The SIDQ is keypunched on IBM cards, and scored by a computer. The computer output for the SIDQ includes the following scores for each school.

1. Raw means and standard deviations for each item in the four questionnaires.

2. Normatively standardized scores for each item in the four questionnaires.

3. Raw means and normatively standardized scores for each construct measured by the SIDQ.

4. Correlation coefficients between the constructs and the "openness" of the school.

5. A summary sheet listing scores reported for each SIDQ construct by each of the four separate groups responding.

In addition, the computer output includes aggregate scores for a set of schools. Thus, the School Image of an entire school district is reported.

Utility of the SIDQ

The SIDQ secures the image that four major groups have in regard to a specific school. Thus, information is available for the principal and the school staff to make the following comparisons:

1. Compare the principal's responses to those of parents, teachers and students.

2. Compare the descriptions of the performance of students, parents, teachers and the principal with the reported goals of the school.

Utility of the SIDQ (continued):

3. Compare the attributes of an individual school with those of other schools within the district.

4. Identifies the attributes which are contributing to the overall openness of the school.

5. Analyze the innovations of high program value to teachers and the principal which may indeed reflect the educational needs of the school.

Summary

The SIDQ is an instrument for obtaining the "image" that parents, teachers, students and the principal have for a school. The questionnaire is research based, and has had extensive statistical analysis with a sample of approximately 4,000 individuals in the Southwest. The SIDQ provides a principal with a quickly administered overview of the basic operations of a school. An analysis of SIDQ results may indicate attributes of the school which need additional testing or detailed examination. Thus, the SIDQ may be used in conjunction with other information collection techniques.

In summary, the SIDQ is not a prescription for the principal, but instead an instrumentality for obtaining accurate and systematic information which the principal may use in addition to other available information in the process for improving the operations of the school.

School Image Description Questionnaire
(Administration Form)

Each person has an image of school. It often includes, for example, ideas about teachers, the students, the classes, the athletic games and a variety of things about the school. The purpose of this questionnaire is to obtain a description of the image that you have of this school. The questionnaire includes items which describe several aspects of the school. You are asked to rate each item in a way that indicates how you would describe this school.

The questions, of course, should not be considered "good" or "bad", but instead you are to rate how descriptive the item is of the school. Accordingly, think carefully about each question, and then answer it as accurately as possible. In some cases it may be necessary to make a careful estimate, so please try and answer every question.

Then it is possible for a profile of scores to be constructed which describe the image that parents, teachers, students and the administration have about this school. In this way information is available which will assist in developing school programs for meeting the needs of students. We thank you for your cooperation in providing a description of the image that you have of this school.

The following is an example of a typical question that you are asked to rate in this questionnaire. The descriptive scale that is used to rate the questionnaire is printed at the beginning of each section of the questionnaire. Please read the question and then circle the number to the right of the question which corresponds to how you would describe this aspect of the image you have of this school. Please note the example:

1. Not very often
2. Sometimes
3. Often
4. Most of the time

1. Teachers are friendly at this school. 1 2 (3) 4

Note, that number 3 was circled. This indicates that the person thought that teachers are "often" friendly. Any other response could have been circled depending upon "how often" the person considered teachers friendly.

Region XIX Education Service Center
El Paso, Texas

and

Claude C. Dove Learning Center
Las Cruces, New Mexico
1973

A-1
Identification Information

C1-2 School_____

Please provide the following information. Circle the number to the left of the appropriate alternative.

C3 Type of school

1. Elementary
2. Junior high school
3. Senior high school

C4 Position

1. Principal
2. Vice-principal
3. Counselor
4. Other: please specify: _____

C5 Your sex

1. Male
2. Female

C6 Your ethnic background

1. Anglo-american
2. Black-american
3. Indian-american
4. Mexican-american
5. Oriental-american
6. Other: please specify_____

A. Goals of the School

Based upon your knowledge of the needs of the students in classes at this school, please indicate the importance of the following goals.

1. Very unimportant
2. Unimportant
3. Important
4. Very important

7. Prepare students for later classwork in the public schools.	1 2 3 4
8. Prepare students for college coursework.	1 2 3 4
9. Prepare students for a trade, technical or vocational school after high school.	1 2 3 4
10. Teach students skills which prepare them for a job upon leaving high school.	1 2 3 4
11. Teach students the attributes of a good citizen.	1 2 3 4
12. Provide extra-curricular activities for developing social skills of students.	1 2 3 4
13. Provide athletic activities to develop psycho-motor skills of students.	1 2 3 4
14. Provide counseling services to develop the emotional maturity of students.	1 2 3 4
15. Involve students in work experience activities with local businesses.	1 2 3 4
16. Involve the community in the formulation of school policy.	1 2 3 4

B. Performance of the Students

In your judgement, approximately how many students engage in the following:

1. Less than 15%
2. 16% - 34%
3. 35% - 85%
4. More than 85%

17. Students actively achieve in school courses.	1 2 3 4
18. Students are motivated to learn.	1 2 3 4
19. Students participate in school sponsored social activities.	1 2 3 4
20. Students attend school sponsored athletic activities.	1 2 3 4
21. Prior schooling has prepared the students for classes at this school.	1 2 3 4

1. Less than 15%
2. 16% - 34%
3. 35% - 85%
4. More than 85%

22. Students want to leave school and get a job.	1 2 3 4
23. Students are very interested in socializing with other students.	1 2 3 4
24. Students exhibit attributes of good citizenship.	1 2 3 4
25. Students have high school spirit.	1 2 3 4
26. Students want to attend a trade, vocational or technical school after leaving high school.	1 2 3 4

Your Philosophy of Teaching

Please indicate how strongly you agree or disagree with the following statements about teaching.

1. Strongly disagree
2. Disagree
3. Agree
4. Strongly agree

27. It is important to be dedicated to teaching.	1 2 3 4
28. Teachers should teach course materials in sequence.	1 2 3 4
29. Students should work independently and the teacher act as an advisor.	1 2 3 4
30. Teachers should express pride in being a teacher.	1 2 3 4
31. The teacher should specify the objectives to be achieved by each student.	1 2 3 4
32. Students should assist the teacher in planning lessons.	1 2 3 4
33. Teachers should help students develop their individual abilities.	1 2 3 4
34. The teacher should direct and control the learning process.	1 2 3 4
35. Students should be allowed to choose what they want to learn.	1 2 3 4
36. The teacher should stress academic achievement.	1 2 3 4

Current Innovative Techniques

Please rate the degree of interest you have in the following innovative techniques.

1. Very uninterested
2. Uninterested
3. Interested
4. Very interested

37. Team teaching.	1	2	3	4
38. Bilingual education.	1	2	3	4
39. Performance contracts.	1	2	3	4
40. Individually prescribed instruction.	1	2	3	4
41. Sensitivity training for teachers.	1	2	3	4
42. English as a second language.	1	2	3	4
43. Non-graded schools.	1	2	3	4
44. The open classroom.	1	2	3	4
45. Differentiated staffing.	1	2	3	4
46. Flexible scheduling.	1	2	3	4
47. Programmed learning.	1	2	3	4
48. Micro-teaching.	1	2	3	4
49. Mini-courses.	1	2	3	4
50. Cultural awareness seminars.	1	2	3	4
51. Parent-assisted teaching programs.	1	2	3	4
52. Classroom management techniques.	1	2	3	4
53. Student testing and measurement.	1	2	3	4
54. Use of audio-visual media.	1	2	3	4
55. Supplemental classroom materials.	1	2	3	4

Participation of Parents

Please indicate the extent you agree or disagree with the following statements related to the participation of parents in school activities.

1. Strongly disagree
2. Disagree
3. Agree
4. Strongly agree

56. This school needs a committee of parents to act as a sounding board for school policies.	1	2	3	4
57. Recommendations for establishing new classes should be received from a committee of parents.	1	2	3	4
58. Programs for obtaining assistance from parents in teaching their children is needed at this school.	1	2	3	4
59. Parents are actively involved in the programs at this school.	1	2	3	4
60. Parents are informed of events occurring at this school.	1	2	3	4
61. School officials provide sufficient information about school activities.	1	2	3	4
62. Parents should be closely involved in student disciplinary action.	1	2	3	4
63. Parents are pleased with the current operation of this school.	1	2	3	4

The Image of the School

Please indicate how strongly you agree or disagree with the following statements:

1. Strongly disagree
2. Disagree
3. Agree
4. Strongly agree

64. The school environment is conducive to innovation.	1	2	3	4
65. Teachers are encouraged to be creative.	1	2	3	4
66. The school cooperates with those trying to bring change.	1	2	3	4
67. The school has the personnel necessary for innovation programs.	1	2	3	4
68. The school needs change.	1	2	3	4
69. The principal sets an example by working hard himself.	1	2	3	4
70. The principal tells teachers of new ideas he has run across.	1	2	3	4
71. The principal goes out of his way to help teachers.	1	2	3	4

1. Strongly disagree
2. Disgaree
3. Agree
4. Strongly agree

72. The morale of the teachers is high.	1	2	3	4
73. There is considerable laughter when teachers gather informally.	1	2	3	4
74. Teachers at this school show much school spirit.	1	2	3	4
75. The principal schedules the work for teachers.	1	2	3	4
76. The principal insures that teachers work to their full capacity.	1	2	3	4
77. The principal corrects teachers' mistakes.	1	2	3	4
78. Teachers' closest friends are other faculty members at this school.	1	2	3	4
79. Teachers know the family background of other faculty members.	1	2	3	4
80. Teachers invite other faculty members to visit them at home.	1	2	3	4

School Image Description Questionnaire
(Teacher Form)

Each person has an image of school. It often includes, for example, ideas about teachers, the students, the classes, the athletic games and a variety of things about the school. The purpose of this questionnaire is to obtain a description of the image that you have of this school. The questionnaire includes items which describe several aspects of the school. You are asked to rate each item in a way that indicates how you would describe this school.

The questions, of course, should not be considered "good" or "bad", but instead you are to rate how descriptive the item is of the school. Accordingly, think carefully about each question, and then answer it as accurately as possible. In some cases it may be necessary to make a careful estimate, so please try and answer every question.

Then it is possible for a profile of scores to be constructed which describe the image that parents, teachers, students and the administration have about this school. In this way information is available which will assist in developing school programs for meeting the needs of students. We thank you for your cooperation in providing a descritpion of the image that you have of this school.

The following is an example of a typical question that you are asked to rate in this questionnaire. The descriptive scale that is used to rate the questionnaire is printed at the beginning of each section of the questionnaire. Please read the question and then circle the number to the right of the question which corresponds to how you would describe this aspect of the image you have of this school. Please note the example:

1. Not very often
2. Sometimes
3. Often
4. Most of the time

1. Teachers are friendly at this school. 1 2 (3) 4

Note, that number 3 was circled. This indicates that the person thought that teachers are "often" friendly. Any other response could have been circled depending upon "how often" the person considered teachers friendly.

If a question is not acceptable to you, then you may elect not to answer it.

Region XIX Education Service Center

El Paso, Texas

and

Claude C. Dove Learning Center

Las Cruces, New Mexico

1973

T-1

Identification Information

C1-2 School_____

Please provide the following information. Circle the number to the left of the appropriate alternative.

C3 Type of school

1. Elementary
2. Junior high school
3. Senior high school

C4 Your sex

1. Male
2. Female

C5 Grade level

1. Fifth
2. Sixth
3. Seventh
4. Eighth
5. Ninth
6. Tenth
7. Eleventh
8. Twelfth

C6 Your ethnic background

1. Anglo-american
2. Black-american
3. Indian-american
4. Mexican-american
5. Oriental-american
6. Other: please specify_____

A. Goals of the School

Based upon your knowledge of the needs of the students in you classes, please indicate the importance of the following goals for your school.

1. Very unimportant
2. Unimportant
3. Important
4. Very important

7.	Prepare students for later classwork in the public schools.	1 2 3 4
8.	Prepare students for college coursework.	1 2 3 4
9.	Prepare students for a trade, technical or vocational school after high school.	1 2 3 4
10.	Teach students skills which prepare them for a job upon leaving high school.	1 2 3 4
11.	Teach students the attributes of a good citizen.	1 2 3 4
12.	Provide extra-curricular activities for developing social skills of students.	1 2 3 4
13.	Provide athletic acitivites to develop psycho-motor skills of students.	1 2 3 4
14.	Provide counseling services to develop the emotional maturity of students.	1 2 3 4
15.	Involve the students in work-experience activities with local businesses.	1 2 3 4
16.	Involve the community in the formulation of school policy.	1 2 3 4

B. Performance of the Students

Please indicate how many students have the following goals or interests in the following activities.

1. Less than 15%
2. 16% - 34%
3. 35% - 85%
4. More than 85%

17.	Students activley achieve in school courses.	1 2 3 4
18.	Students are motivated to learn.	1 2 3 4
19.	Students participate in school sponsored social activities.	1 2 3 4
20.	Students attend school sponsored athletic activities.	1 2 3 4

1. Less than 15%
2. 16% - 34%
3. 35% - 85%
4. More than 85%

21. Prior schooling has prepared the students for your classes.	1 2 3 4
22. Students want to leave school and get a job.	1 2 3 4
23. Students are very interested in socializing with other students.	1 2 3 4
24. Students exhibit attributes of good citizenship.	1 2 3 4
25. Students have high school spirit.	1 2 3 4
26. Students want to attend a trade, vocational or technical school after leaving high school.	1 2 3 4

C. Philosophy of Teaching

Please indicate how strongly you agree or disagree with the following statements.

1. Strongly disagree
2. Disagree
3. Agree
4. Strongly agree

27. Teaching is satisfying.	1 2 3 4
28. Course materials should be taught in sequence.	1 2 3 4
29. Students should work independently and the teacher act as an advisor.	1 2 3 4
30. I am proud of being a teacher.	1 2 3 4
31. The teacher should specify the objectives to be achieved by each student.	1 2 3 4
32. Students should assist the teacher in planning lessons.	1 2 3 4
33. Teachers should help students develop their individual abilities.	1 2 3 4
34. The teacher should direct and control the learning process.	1 2 3 4
35. Students should be allowed to choose what they want to learn.	1 2 3 4
36. The teacher should stress academic achievement.	1 2 3 4

Current Innovative Techniques

Please rate the degree of interest you have in the following innovative techniques.

1. Very uninterested
2. Uninterested
3. Interested
4. Very interested

37.	Team teaching.	1 2 3 4
38.	Bilingual education.	1 2 3 4
39.	Performance contracts.	1 2 3 4
40.	Individually prescribed instruction.	1 2 3 4
41.	Sensitivity training for teachers.	1 2 3 4
42.	English as a second language.	1 2 3 4
43.	Non-graded schools.	1 2 3 4
44.	The open classroom	1 2 3 4
45.	Differentiated staffing.	1 2 3 4
46.	Flexible scheduling.	1 2 3 4
47.	Programmed learning.	1 2 3 4
48.	Micro-teaching.	1 2 3 4
49.	Mini-courses.	1 2 3 4
50.	Cultural awareness seminars.	1 2 3 4
51.	Parent-assisted teaching programs.	1 2 3 4
52.	Classroom management techniques.	1 2 3 4
53.	Student testing and measurement.	1 2 3 4
54.	Use of audio-visual media.	1 2 3 4
55.	Supplemental classroom materials.	1 2 3 4

Participation of Parents

Please indicate the extent you agree or disagree with the following statements related to the participation of parents in school activities.

1. Strongly disagree
2. Disagree
3. Agree
4. Strongly agree

56. This school needs a committee of parents to act as a sounding board for school policies.	1 2 3 4
57. Recommendations for establishing new classes should be received from a committee of parents.	1 2 3 4
58. Programs for obtaining assistance from parents in teaching their children is needed at this school.	1 2 3 4
59. Parents are actively involved in the programs at this school.	1 2 3 4
60. Parents are informed of events occurring at this school.	1 2 3 4
61. School officials provide sufficient information about school activities.	1 2 3 4
62. Parents should be closely involved in student disciplinary action.	1 2 3 4
63. Parents are pleased with the current operation of this school.	1 2 3 4

The Image of the School

Please indicate how strongly you agree or disagree with the following statements.

1. Strongly disagree
2. Disagree
3. Agree
4. Strongly agree

64. The school environment is conducive to innovation.	1 2 3 4
65. Teachers are encouraged to be creative.	1 2 3 4
66. The school cooperates with those trying to bring change.	1 2 3 4
67. The school has the personnel necessary for innovative programs.	1 2 3 4
68. The school needs change.	1 2 3 4
69. The principal sets an example by working hard himself.	1 2 3 4
70. The principal tells teachers of new ideas he has run across.	1 2 3 4
71. The principal goes out of his way to help teachers.	1 2 3 4

School Image Description Questionnaire

(Parent Form)

Each person has an image of school. It often includes, for example, ideas about teachers, the students, the classes, the athletic games and a variety of things about the school. The purpose of this questionnaire is to obtain a description of the image that you have of this school. The questionnaire includes items which describe several aspects of the school. You are asked to rate each item in a way that indicates how you would describe this school.

The questions, of course, should not be considered "good" or "bad", but instead you are to rate how descriptive the item is of the school. Accordingly, think carefully about each question, and then answer it as accuratley as possible. In some cases it may be necessary to make a careful estimate, so please try and answer every question.

Then it is possible for a profile of scores to be constructed which describe the image that parents, teachers, students and the administration have about this school. In this way information is available which will assist in developing school programs for meeting the needs of students. We thank you for your cooperation in providing a description of the image that you have of this school.

The following is an example of a typical question that you are asked to rate in this questionnaire. The descriptive scale that is used to rate the questionnaire is printed at the beginning of each section of the questionnaire. Please read the question and then circle the number to the right of the question which corresponds to how you would describe this aspect of the image you have of this school. Please note the example:

1. Not very often
2. Sometimes
3. Often
4. Most of the time

1. Teacher are friendly at this school. 1 2 (3) 4

Note, that number 3 was circled. This indicates that the person thought that teachers are "often" friendly. Any other response could have been circled depending upon "how often" the person considered teachers friendly.

If a question is not acceptable to you, then you may elect not to answer it.

Region XIX Education Service Center

El Paso, Texas

and

Claude C. Dove Learning Center

Las Cruces, New Mexico

1973

Identification Information

C1-2 School Naschitti Public School

Please provide the following information. Circle the number to the left of the appropriate alternative.

C3 Type of School

(1.) Elementary
2. Junior high school
3. Senior high school

C4 Your sex

(1.) Male
2. Female

C5 Grade level of your child

1. Fifth
(2.) Sixth
3. Seventh
4. Eighth
5. Ninth
6. Tenth
7. Eleventh
8, Twelfth

C6 Your ethnic background

1. Anglo-american
2. Black-american
(3) Indian-american
4. Mexican-american
5. Oriental-american
6. Other: please specify_____

A. Goals of the School

Based upon your knowledge of the needs of students at this school, please indicate the importance of the following goals for the school.

1. Very unimportant
2. Unimportant
3. Important
4. Very important

7.	Prepare students for later classwork in the public schools.	1 2 3 4
8.	Prepare students for college coursework.	1 2 3 4
9.	Prepare students for a trade, technical or vocational school after high school.	1 2 3 4
10.	Teach students skills which prepare them for a job upon leaving high school.	1 2 3 4
11.	Teach students the attributes of a good citizen.	1 2 3 4
12.	Provide extra-curricular activities for developing social skills of students.	1 2 3 4
13.	Provide athletic activities to develop psycho-motor skills of students.	1 2 3 4
14.	Provide counseling services to develop the emotional maturity of students.	1 2 3 4
15.	Involve students in work-experience activities with local businesses.	1 2 3 4
16.	Involve the community in a formulation of school policy.	1 2 3 4

B. Behavior of your Child

Please rate how often your child does the following as a result of attending this school.

1. Rarely
2. Sometimes
3. Often
4. Very often

17.	Receives top grades in school.	1 2 3 4
18.	Participates in school social activities.	1 2 3 4
19.	Other students are friendly toward your child.	1 2 3 4
20.	Expresses a strong interest in school.	1 2 3 4

1. Rarely
2. Sometimes
3. Often
4. Very often

21. Wants more schooling.	1 2 3 4
22. Joins service clubs at school.	1 2 3 4
23. Invites school friends home.	1 2 3 4
24. Expresses a dislike for school.	1 2 3 4
25. Does homework regularly.	1 2 3 4
26. Is elected to school offices.	1 2 3 4
27. Makes friends easily at this school.	1 2 3 4
28. Expresses a desire to quit school.	1 2 3 4
29. Attends school athletic events.	1 2 3 4
30. Expresses a desire to attend college.	1 2 3 4
31. Expresses a desire to attend a trade school.	1 2 3 4

C. Your Ideas about Teachers

The following statements describe different ways of teaching. Please indicate how much you agree or disagree with the statement.

1. Strongly disagree
2. Disagree
3. Agree
4. Strongly agree

32. Teachers should direct and control classroom learning.	1 2 3 4
33. Teachers should act friendly towards students.	1 2 3 4
34. Teachers should let students choose what they want to learn.	1 2 3 4
35. Teachers should discipline students.	1 2 3 4
36. Teachers should be dedicated to teaching.	1 2 3 4
37. Teachers should stress academic achievement.	1 2 3 4

1. Strongly disagree
2. Disagree
3. Agree
4. Strongly agree

38. Teachers should be considerate of students' feelings.	1 2 3 4
39. Teachers should help students develop their individual abilities.	1 2 3 4
40. Teachers should enforce school regulations for students.	1 2 3 4
41. Teachers should be proud of being a teacher.	1 2 3 4
42. Teachers should require students to study hard.	1 2 3 4
43. Teachers should care about the needs of students.	1 2 3 4
44. Teachers should act only as an advisor to students.	1 2 3 4
45. Teachers should punish students when they misbehave.	1 2 3 4
46. Teachers should obtain satisfaction from teaching.	1 2 3 4

D. Parent Participation in School Activities

Please indicate the extent you agree or disagree with the following statements related to the participation of parents in school activities.

1. Strongly disagree
2. Disagree
3. Agree
4. Strongly agree

47. This school needs a committee of parents to react to present school policies.	1 2 3 4
48. Recommendations for establishing new classes should be received from a committee of parents.	1 2 3 4
49. A program for obtaining assistance from parents in teaching their children is needed at this school.	1 2 3 4
50. Parents are actively involved in the programs at this school.	1 2 3 4
51. Parents are informed of events occurring at this school.	1 2 3 4
52. School officials provide sufficient information about school activities.	1 2 3 4
53. Parents should be closely involved in student disciplinary action.	1 2 3 4
54. Parents are pleased with the current operation of this school.	1 2 3 4

Please indicate how often you do the following things with your child.	1. Rarely 2. Sometimes 3. Often 4. Very often
55. Stress the importance of an education.	1 2 3 4
56. Attend school athletic events with your child.	1 2 3 4
57. See that your child studies hard.	1 2 3 4
58. Go to school social meetings with your child.	1 2 3 4
59. Help your child with homework.	1 2 3 4
60. Talk with teachers about problems your child has.	1 2 3 4
61. Try to get your child interested in school.	1 2 3 4

E. Image of the school

Please indicate how strongly you disagree or agree with the following statements about this school.	1. Strongly disagree 2. Disagree 3. Agree 4. Strongly agree
62. Teachers are friendly to parents.	1 2 3 4
63. Teachers give parents good reasons for their actions.	1 2 3 4
64. Teachers take action as a result of parent requests.	1 2 3 4
65. Teachers are considerate of parents' feelings.	1 2 3 4
66. Teachers do not avoid answering parent's questions.	1 2 3 4
67. Teachers show a lot of school spirit.	1 2 3 4
68. Teachers are easy to talk with.	1 2 3 4
69. Teachers know what they are talking about.	1 2 3 4
70. Teachers set good examples for your child.	1 2 3 4
71. Teachers quickly accomplish the requests by parents.	1 2 3 4
72. The school staff is innovative.	1 2 3 4
73. Teachers at this school are very creative.	1 2 3 4

1. Strongly disagree
2. Disagree
3. Agree
4. Strongly agree

74. The principal tries new educational programs.	1 2 3 4
75. The teacher uses the latest teaching techniques.	1 2 3 4
76. The principal goes out of his way to help parents.	1 2 3 4
77. The principal sets an example by working hard himself.	1 2 3 4
78. The principal is open to suggestions from parents.	1 2 3 4

1. Strongly disagree
2. Disagree
3. Agree
4. Strongly agree

79.	School helps students learn about cultural values of the other students.	1 2 3 4
80.	Students should be separated into groups with similar abilities.	1 2 3 4
81.	Teachers are genuinely interested in teaching children from other cultural backgrounds.	1 2 3 4
82.	Teachers provide individual assistance to students who need it.	1 2 3 4
83.	Separating students into similar groups creates problems between the groups.	1 2 3 4
84.	School helps students retain values they learned at home.	1 2 3 4
85.	Students should have friends with other cultural backgrounds.	1 2 3 4
86.	Learning to speak English well helps a student very much.	1 2 3 4
87.	Teachers know the cultural background of students in their classes.	1 2 3 4
88.	Students grouped with others of similar ability learn faster.	1 2 3 4
89.	Students have little contact with students from other cultures.	1 2 3 4
90.	Learning to speak another language well is very helpful to a student.	1 2 3 4

School Image Description Questionnaire
(Student Form)

Each person has an image of school. It often includes, for example, ideas about teachers, the students, the classes. the athletic games and a variety of things about the school. The purpose of this questionnaire is to obtain a description of the image that you have of this school. The questionnaire includes items which describe several aspects of the school. You are asked to rate each item in a way that indicates how you would describe this school.

The questions, of course, should not be considered "good" or "bad", but instead you are to rate how descriptive the item is of the school. Accordingly, think carefully about each question, and then answer it as accurately as possible. In some cases it may be necessary to make a careful estimate, so please try and answer every question.

Then it is possible for a profile of scores to be constructed which describe the image that parents, teachers, students and the administration have about this school. In this way information is available which will assist in developing school programs for meeting the needs of students. We thank you for your cooperation in providing a description of the image that you have of this school.

The following is an example of a typical question that you are asked to rate in this questionnaire. The descriptive scale that is used to rate the questionnaire is printed at the beginning of each section of the questionnaire. Please read the question and then circle the number to the right of the question which corresponds to how you would describe this aspect of the image you have of this school. Please note the example:

1. Not very often
2. Sometimes
3. Often
4. Most of the time

1. Teachers are friendly at this school. 1 2 (3) 4

Note, that number 3 was circled. This indicates that the person thought that teachers are "often" friendly. Any other response could have been circled depending upon "how often" the person considered teachers friendly.

If a question is not acceptable to you, then you may elect not to answer it.

Region XIX Education Service Center
El Paso, Texas

and

Claude C. Dove Learning Center
Las Cruces, New Mexico

1973

Identification Information

C1-2 School _____

Please provide the following information. Circle the number to the left of the appropriate alternative.

C3 Type of school

1. Elementary
2. Junior high school
3. Senior high school

C4 Your sex

1. Male
2. Female

C5 Grade level of your child

1. Fifth
2. Sixth
3. Seventh
4. Eighth
5. Ninth
6. Tenth
7. Eleventh
8. Twelfth

C6 Your ethnic background

1. Anglo-american
2. Black-american
3. Indian-american
4. Mexican-american
5. Oriental-american
6. Other: please specify _____

A. Goals of the school

Based upon your own interests and needs, please rate the importance of the following goals for this school.

1. Very unimportant
2. Unimportant
3. Important
4. Very important

7.	Conduct courses which prepare students for later classwork in the public schools.	1 2 3 4
8.	Conduct courses which prepare students for college coursework.	1 2 3 4
9.	Conduct courses which prepare students for a trade, technical, or vocational school after high school.	1 2 3 4
10.	Conduct courses which prepare students for a job upon leaving high school.	1 2 3 4
11.	Conduct courses which teach students the attributes of a good citizen.	1 2 3 4
12.	Provide opportunities for students to participate in a variety of extra-curricular activities.	1 2 3 4
13.	Provide opportunities for students to participate in athletic activities.	1 2 3 4
14.	Provide counseling services to students.	1 2 3 4
15.	Involve students in work-experience activities with local businesses.	1 2 3 4
16.	Involve the community in the formulation of school policy.	1 2 3 4

B. Your school activities

Please rate how often you do the following events which occur as a result of attending this school.

1. Not very often
2. Sometimes
3. Often
4. Most of the time

17.	Receive top grades in school.	1 2 3 4
18.	Participate in school social activities.	1 2 3 4
19.	Other students are friendly towards you.	1 2 3 4
20.	Like school very much.	1 2 3 4

1 Not very often
2. Sometimes
3. Often
4. Most of the time

21. Want to attend college.	1 2 3 4
22. Participate in school service club activities.	1 2 3 4
23. Invite school friends to your home.	1 2 3 4
24. Express a dislike for school.	1 2 3 4
25. Do your homework for classes.	1 2 3 4
26. Are elected to school offices.	1 2 3 4
27. It is easy to make friends at this school.	1 2 3 4
28. Would like to quit school.	1 2 3 4
29. Attend school athletic events.	1 2 3 4
30. Want to obtain more schooling.	1 2 3 4
31. Want to attend a trade school.	1 2 3 4

C. Your ideas about teachers

The following statements describe ways that teachers act towards students. Please indicate how often your teachers do the following.

1. Not very often
2. Sometimes
3. Often
4. Most of the time

32. Try very hard to teach students something.	1 2 3 4
33. Act friendly towards you.	1 2 3 4
34. Let students choose what they want to learn.	1 2 3 4
35. Remind students of school rules and regulations.	1 2 3 4
36. Direct and control students learning in class.	1 2 3 4
37. Are considerate of your feelings.	1 2 3 4
38. Help students develop their individual abilities.	1 2 3 4
39. Stress academic achievement.	1 2 3 4
40. Care about your personal needs.	1 2 3 4

1. Not very often
2. Sometimes
3. Often
4. Most of the time

41. Have discipline problems with students. 1 2 3 4

42. Require you to study hard. 1 2 3 4

43. Let you pursue your own interests. 1 2 3 4

44. Tell funny stories in class. 1 2 3 4

45. Teach you things you didn't know. 1 2 3 4

46. Allow students to help plan class lessons. 1 2 3 4

47. Students question the authority of the teacher. 1 2 3 4

D. Parent Participation in your school activities.

Please rate how often your parents do the following.

1. Not very often
2. Soemtimes
3. Often
4. Most of the time

48. Want me to get a good education. 1 2 3 4

49. My parents do a lot for me. 1 2 3 4

50. Help me with my homework. 1 2 3 4

51. Like to go to school events with me. 1 2 3 4

52. See that I do my schoolwork. 1 2 3 4

53. Do all they can to help me. 1 2 3 4

54. Want me to have many fun things to do. 1 2 3 4

55. Make sure I study hard. 1 2 3 4

56. Make me obey. 1 2 3 4

57. I get along very well with my parents. 1 2 3 4

58. Help me pick the classes I take. 1 2 3 4

1. Not very often
2. Sometimes
3. Often
4. Most of the time

59. Like the friends I make at school.	1 2 3 4
60. Want me to be interested in school.	1 2 3 4
61. Come to the games with me.	1 2 3 4

E. Image of the School

Please indicate how strongly you agree or disagree with the following statements about this school.

1. Strongly disagree
2. Disagree
3. Agree
4. Strongly agree

62. This school has very creative teachers.	1 2 3 4
63. Teachers tell students about new ideas in education.	1 2 3 4
64. This school tries new teaching programs.	1 2 3 4
65. There is a lot of school spirit at this school.	1 2 3 4
66. The principal is friendly to teachers at this school.	1 2 3 4
67. This school tries special programs for the students.	1 2 3 4
68. The principal is open to suggestions from students.	1 2 3 4
69. New things are always happening at this school.	1 2 3 4
70. Most students are proud of being in this school.	1 2 3 4
71. The faculty at this school is very open to change.	1 2 3 4
72. Teachers and the principal work hard to make this a good school.	1 2 3 4
73. It means something to graduate from this school.	1 2 3 4
74. Students who graduate from this school do well at other schools.	1 2 3 4
75. Students have a lot to say about what goes on in this school.	1 2 3 4
76. Teachers are friendly to each other at this school.	1 2 3 4